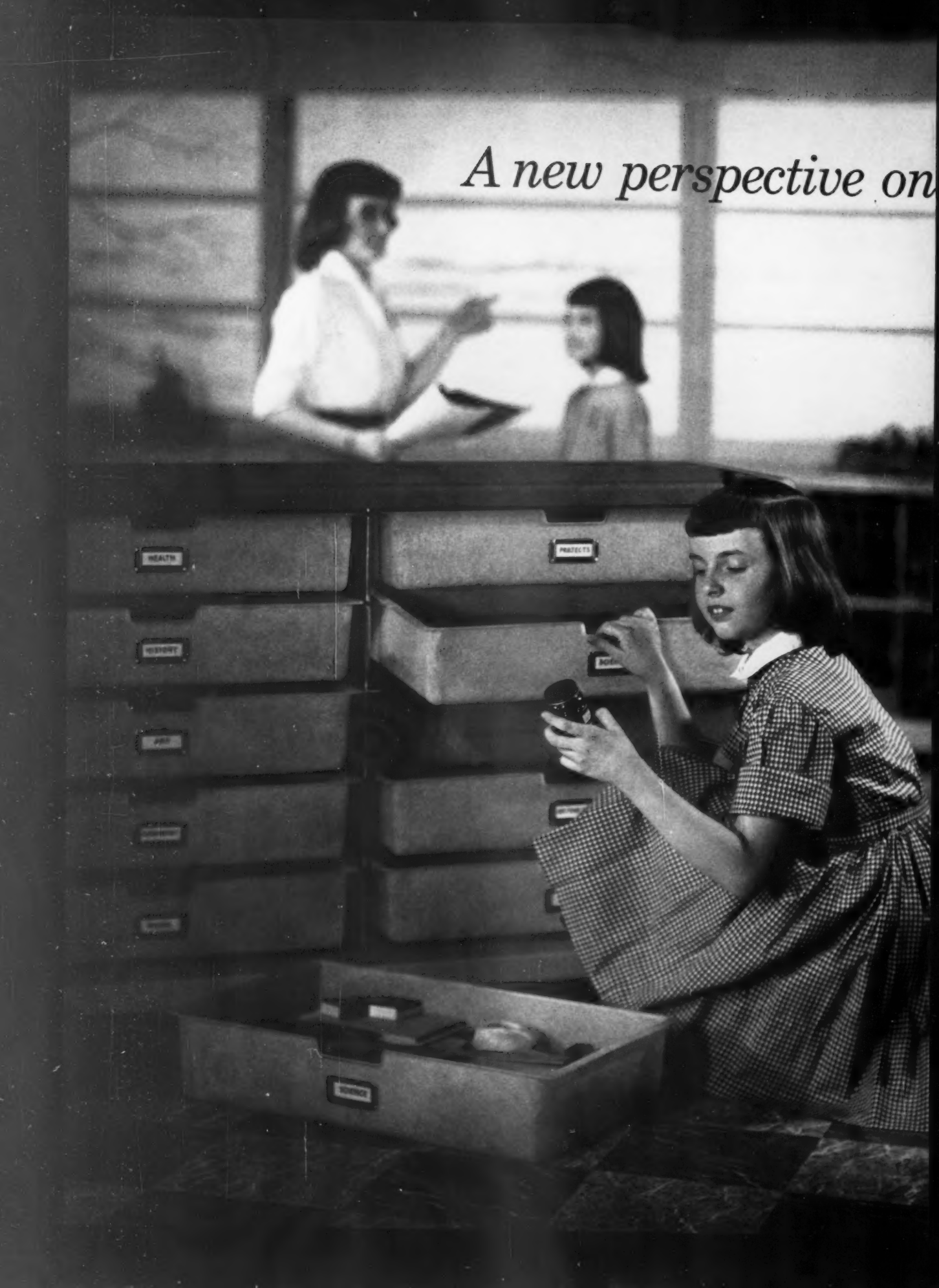
OVERVIEW

For A[illegible] Educational Executives — June 1960

Ninth Annual Competition For Better School Design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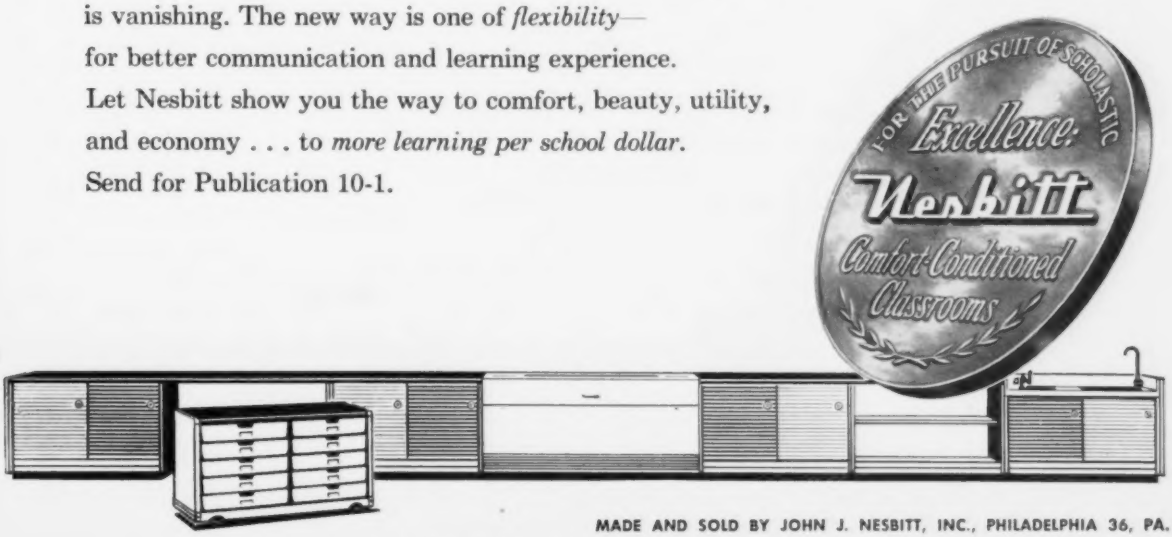

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OVERVIEW

For All Educational Executives

A Buttenheim Publication

PUBLISHER'S MEMO

One of the major services to education which OVERVIEW has carried on from its predecessor publication, *The School Executive*, is the sponsorship of a Competition for Better School Design. A full report on the ninth set of winners of these coveted awards, "OVERVIEW's own Oscars," begins on page 49 of this issue.

Our organization is deeply indebted each year to the architects and educators who take time from ultra-busy lives to act as Jury for this contest. The caliber of this year's Jury can be judged by the fact that its chairman, Phil Will of Perkins & Will, has since been elected president of American Institute of Architects.

With five top awards having been made each year, 1951 through 1959, it is significant that 38 different architect firms are included in our "parade of master builders" to date. And every principal geographic region of the country is represented with at least two winners.

We dare to hope for high readership of this feature of OVERVIEW this month—from educators with plant expansion on their minds (which means virtually all of them), from architects, and from manufacturers of educational building products and materials. The challenge to every reader is laid down in the comment, "More very good school buildings are being built, but the excitement of discovery is missing." OVERVIEW's role in the 1960's will be to both encourage and report on significant breakthroughs in every phase of education, including its physical plant.

Donald V. Buttenheim

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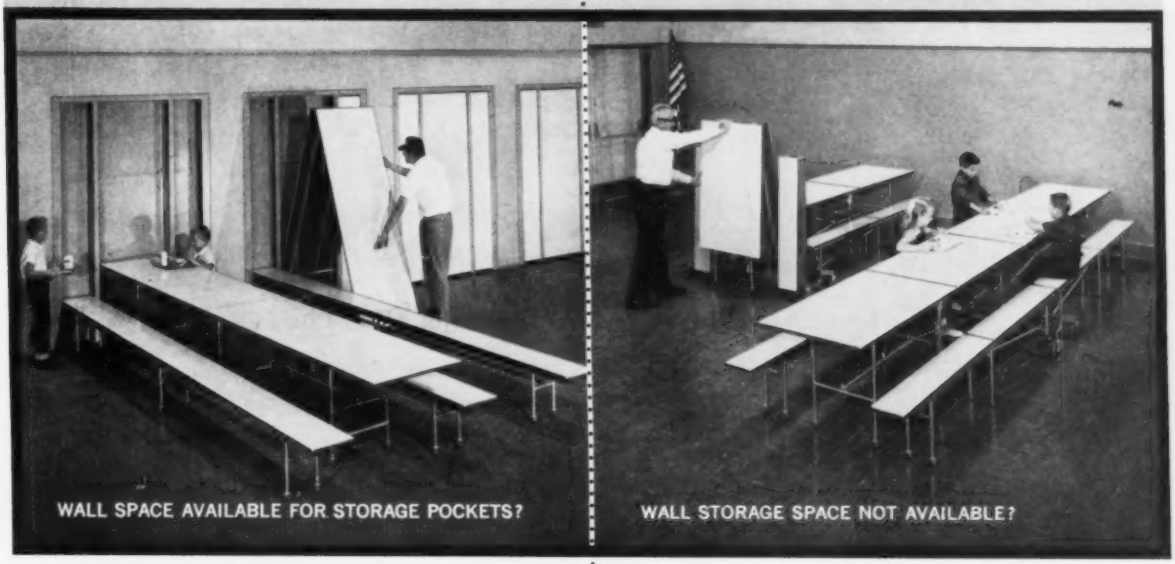
Whatever your MULTI-PURPOSE ROOM problem...



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OVERVIEW

For All Educational Executives

June 1960

49–66 **Ninth Annual Competition for Better School Design**

Top Awards: five outstanding examples of architecture for education.

Honorable Mentions: six successful approaches to complex design problems.

Special Features: five buildings, each with an individual contribution in school design.

Jury Statement: an overview of this important competition.

Building Survey for 1959: up-to-date facts and figures on educational construction during the past year.

Purses of Silk: critic Frank Lopez offers his candid view of the present state of architecture for education.

Honor Roll of Architects: names and address of all architects who entered the competition, plus the names and address of their new buildings.

18 **Punch Card Scheduling**

Matt O. Hamhila tells how Phoenix is solving a tough scheduling problem with the help of electronic equipment.

29 **No More Grist for Degree Mills**

A report-in-depth on the controversial HEW survey, written by Washington writer E. E. Halmos, Jr.

34 **Spanish Conversation on TV**

It's "Se Habla Español" in Mason City, where television is an effective tool for language teaching, says M. C. Martin.

68 **They Kept a Ten-Year Promise**

Zeno B. Katterle and Del Peterson show the rewards a community can reap when the public and the schools plan together.

70 Upkeep of a University City

Faced by expansion at all levels, the maintenance staffs of Penn State find ways to keep pace with speed and economy.

74 Multiple Choice on Teaching Machines

Jay W. Stein urges circumspection among administrators who are shopping for automatic teachers.

77 A Community Studies Teacher Aides

Results of the Yale University-Fairfield, Conn. study of the use of lay helpers in the classroom.

88 Reading Report Card

The trend is toward reading for comprehension in many schools across the country, as this special overview indicates.

99 Approved for Youth

Alexander M. Chabe walks the reader through the prototype of Russia's new eleven-year polytechnical school.

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LETTERS

ECHOES

I applaud "Is Ours an Echo Culture." You've said very well what needs frequent and loud repeating.

DALE K. HAYES, Chairman, Department of School Administration, The University of Nebraska, Lincoln

Your April editorial was like a clean, fresh breeze clearing the air after a thunderstorm.

The growing emphasis on verbalism . . . is reaching alarming proportions. Fighting . . . this new and great pressure will require professional courage on the part of administrators, supervisors, and especially classroom teachers.

The schools, the public and parents need your clear warning to avoid promoting an "echo culture" educational program.

GEORGE E. FITCH, Supervising Principal, Greenburgh District 8, Hartsdale, N. Y.

COLLEGE ADMISSIONS

It was very nice indeed of you to send me a reprint of your article about Honors programs. I think you have done a very thorough job on it, have presented the findings well, and have gotten across quite adequately the fact which all of us feel —we do like Honors programs and do give consideration to them. This should encourage students to enter such programs rather than give them the fears which so many of them seem to have these days.

HERBERT H. WILLIAMS, Director, Office of Admissions, Cornell University, Ithaca, N. Y.

. . . You have given a good summary of the problem and I hope this article has wide distribution in the schools.

EUGENE S. WILSON, Dean of Admission, Amherst College, Amherst, Mass.

THE PRINTED WORD

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Letters (continued)

journal literature. I find every bit of each issue stimulating.

The lead article on the printed word is, of course, vital to me. The new battle of the books has engaged me on all fronts for at least three decades. Your handling of the newest communication cold war is certainly deft and graceful. . . .

LOUIS SHORES, Editor in Chief, Collier's Encyclopedia, New York, N. Y.

This proposition ["Paperbacks—The Newest Package"] deserves a more complete treatment. I am especially interested in courses where the rapid turnover of titles and the trend toward "pretty" books have created a dilemma of texts too outdated, or worn, or defaced for wholesome use, yet represent an investment which prevents discarding.

The "paperback" has too many advantages to be set aside as something which will arrive in the distant future if we patiently wait for the millennium.

J. L. MCDANIEL, Superintendent, Franklinton City Schools, Franklinton, N. C.

. . . Congratulations on your most interesting and attractive feature, "The Printed Word," in the April issue. It's full of interesting facts and ideas and we appreciate having the articles tied to National Library Week.

MARGARET W. DUDLEY, Executive Secretary, National Book Committee Inc., New York, N. Y.

FOREIGN FRIENDS

This is the first chance to know your publications. As a planning staff, I'm quite sure your magazine will give me a great help. Can you send me a free copy of the issue especially on School Design for our reference of subscription.

ALBERT T. N. YUAN, Audio-Visual Center, National Taiwan University, Taipei, Taiwan, China

. . . With our pleasure, we have sent you a sample copy of *The Japan Architect*, by ship mail, and you will accept it in a short time. We sincerely hope you to enjoy our copy. . . . If you have a list of names and addresses of architects with whom you have business, or you introduce some architects, engineers or those who are interested in Japanese architecture, we should like to accept their names and addresses, because we are willing to send them a sample copy to introduce *The Japan Architect*. Thanks to your cooperation.

YASUGORO YOSHIOKO, The Japan Architect, Tokyo, Japan

. . . We receive a good many publications at our office and we are glad that, included among them is your excellent new publication, OVERVIEW.

F. K. STEWART, Executive Secretary, The Canadian Education Association, Toronto, Ontario

MAINTENANCE

Among the other good articles included in the April issue of OVERVIEW there is one which was particularly helpful to us here—Page 56, *Maintenance* ["How to Shop for Flooring Materials"]. . . . Would it be possible to have a few tear sheets if they are available?

FRANK C. GILSON, Architect, Supervisor, The State Education Department, Albany

• *Ed.: Gladly. They're on the way.*

TOOLS

. . . Better tools for education also make better schools. It seems to us that the teachers themselves and the educational tools with which they work go hand and hand. A good teacher at a reasonable salary can be even a better teacher with good teaching aids to supplement his ability.

DAVE MCCURRACH, National School Supply & Equipment Association, Chicago, Ill.

KUDO

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THOMAS STYLIANOS, Nashua, N. H.

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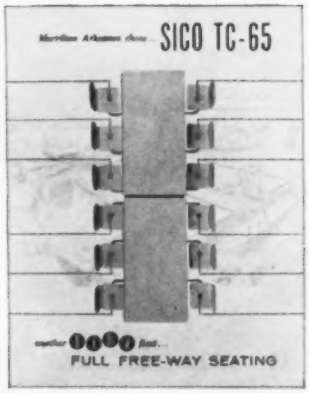

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ONE VIEW

Archibald B. Shaw

Educating One

WE TEACH classes. We organize schools. We build for growing enrollments and for changing programs. We legislate for consolidation of districts. We plan and develop and administer educational and training programs. We beg and borrow, we drive and lobby for funds to build, to expand, to raise faculty salaries. We think big and plan big. This is good.

But those for whom we do these things are not schools, districts, enrollments, or personnel. They are people, and they live and learn individually, one by one.

Of course they learn from each other. Certainly they profit from learning in groups of all sizes. Naturally they share common problems, common concerns, and common characteristics. Still it is not a class that learns. It is John Jones, Mary Smith, Jo Anderson. One by one they learn and grow.

This seems almost silly to assert. We still give a great deal of lip-service to things like "individual differences." But honestly, do such phrases even roll off our tongues as freely and frequently as "track systems," "manpower needs," "the top tenth of talented," or "ability grouping"? Does the individual loom central or does our language really betray more concern with groups, classes, averages, or even masses?

This is a tough question, and a trying one. We administrators are especially, though not uniquely, liable to the delusion that the job of our institution is teaching. We know better. We know that it's to provide for, to promote, and to encourage learning. It's just that all of our daily routines and most of our problems are organizational. They do spring from the teaching side of the organizational necessities. We are insulated from those immediate satisfactions which were ours when we glowed in the reflected warmth of an individual hot on the glorious pursuit of discovery and learning. We can't help taking undue satisfaction from efficient organization. The effect on the learner is too distant from us.

Most of us—perhaps all of us—have a deep-down concern for people which strengthens and supports us as we give all our conscious attention to the daily problems. In the marrow of our bones we know that the better community is the one which gives better opportunity to individuals to realize themselves. But in the hurly-burly of the daily round, and in a society which seems to center on mass values, mass communication, mass transportation, mass manipulation—and crass comfort—we seem to be driven to speak that language at the pain of betraying our central values.

Sometimes this commitment does endure. Sometimes we plan, lead, organize, and build as advocates of the individual. But not always. How many of us have deliberately put ourselves in the shoes of the individual we are serving as we plan a new high school, a new dormitory, a new curriculum? We know of one person called in to help plan a new high school who went to the farthest bus stop in the early morning, got on the school bus with the most distant pupil and stayed with him the whole day, picking up his car at the same stop at the day's end. Of course, he couldn't be that student, but he saw things much more clearly through the student's eyes. His views of the bus problems, of the eating arrangements, and especially of the class schedule and learning opportunities were greatly affected by this experience.

This is not to advocate a technique. Some of us could walk all day with a fourteen-year-old and come away more bewildered than before. It does advocate an attitude. It reminds us that the fundamental test for all our work is its effect on the individual.

If we all thought in terms of the individual it's possible we'd come out with educational buildings like those honored in this issue. Perhaps our organization wouldn't be much different. Maybe we'd use even more of the burgeoning array of tools and devices that amplify the teacher. But, if so, it would be only because they are designed to help the learner learn. We won't proclaim a new grouping plan for its convenience, for its service to the nation's manpower needs, or even for its asserted efficiency. We'll organize, in whatever plan, because John Jones, Mary Smith, Jo Anderson, and every other individual, will get the best possible opportunity and encouragement to learn. That will be not only our inward concern but our outward proclamation. For we educate people, one by one.

A reprint of the sixteen-page Competition report, including all award winners, lists of entrants, jury statements, and building survey, is available on request from The Editor, OVERVIEW, 470 Park Avenue South, New York 16, N. Y.

Circle OV-208 on reply card, last page

An organization recently launched a fund-raising campaign. Rolling up his shirt sleeves, the Board President devoted countless hours a week to the project. Meanwhile, who "took care of his store?" Answer: No one. There are just so many hours in the day. And that's one of the good reasons why organizations and institutions turn to the American City Bureau. We relieve you of the time-consuming details and give professional leadership to organizing . . . and running . . . your fund-raising appeals. Our booklet, "The Full Meaning of a Promise", tells how we help raise funds. For your copy, write: 3520 Prudential Plaza, Chicago 1, Ill.; 470 Park Ave. South, New York 16, N.Y., or 410 Forum Bldg., Sacramento 14, Calif.

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FORUM

Dual Track System

Our historical commitment to establish educational equity for the children of all the people poses a problem that we have not fully faced up to.

We no longer have the selective group of secondary youth who know exactly where they are going and how to get there. As many as 75 percent of the students in many of our secondary schools are not mentally and/or culturally endowed to do high quality work in college-preparatory subjects. How to motivate a mentally and culturally impoverished child to want to achieve in any field of endeavor is one of the bristling challenges to teachers in secondary education.

One thing is certain: the rigid academic course of study is not now, and has never been, suitable for the vast majority of students in a large number of our high schools.

Any high school youngster who has the desire and will power can succeed in one of the two curricular tracks such as we offer in Lepanto: the college preparatory track or the terminal track beginning in the ninth grade. All youngsters do not succeed even then, but at least the opportunity is here. We cannot do less than offer the opportunity lest we break with our historical commitment.

It is not an easy task. It would be much easier to set a high standard of excellence in a core of rigid disciplines and say to those who fail to make the hurdle, "You must go." This is basically what happened in those so-called good old days. But until American society develops an industrial apprenticeship program or a national CCC Camp or something similar for this large group of young Americans, attendance in secondary schools is the only ray of hope for them.

And it may be the only ray of hope society has, for to turn some three or four million secondary youngsters loose on the streets of our industrial society could be catastrophic for all of us. What we do or fail to do for this group may in the long pull determine more than anything else the destiny of democracy.—*J. D. McGehee, superintendent, Lepanto (Ark.) Public Schools.*

Shades of the Depression!

People are about as poor as they think they are; states are as poor as their outmoded tax structures make them feel.

In 1960, when production and income are at new all-time highs, the governor of the great state of Alabama has proposed that teachers solve the state's apparent fiscal problems by accepting only nine-tenths of their contracted salary. We haven't heard of this kind of co-operation since the early thirties. Of course, if the teachers do "cooperate" they will be individually subsidizing other state activities—or at least will be paying an extra 10 percent tax charged to them as a special class of citizens!

The governor can't fairly be charged as anti-education. Under his vigorous leadership Alabama authorized $160 million for school construction. But surely when he gets out of the budget maze and looks at the equities involved, at the undoubted concern of his constituents for good education, and at the indisputable ability of his state to raise the money to pay for at least the level already authorized, this proposed special levy on a group already underpaid will be abandoned.

By this time the crisis in Alabama has probably been met. We note it only as an example of what is happening in too many states—and school districts—when the real needs of the schools and the desires of the citizens (and their capacity to pay) have outrun the productivity of antiquated and jerry-built tax structures.

Architectural Exhibits

We've seen some magnificent architectural presentations—but not many. At the AASA exhibit, we hope it was only the endless succession of exhibits which depressed us, but we fear that it was the inartistic, even uninformative presentations. Only occasionally did we see a presentation which had been imaginatively and thoughtfully done. Too many looked as though an office boy had pasted up whatever materials were on hand!

A visit to the New York Architectural League's exhibit made us feel better. Perhaps, we thought, it's only a matter of spacing and care in display. But OVERVIEW's own Competition included a few entries—incomplete, unattractive, and carelessly assembled—that made us again pause and wonder.

Isn't the time and money invested in presentation worth that little extra effort that distinguishes the best, most informative, and most pleasing submissions? Architecture is an art. The pride and discipline of its practitioners should be reflected in the artistry of their presentations. ●

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3–15, Department of Classroom Teachers. At Honolulu, Hawaii. Exec. sec.: Margaret Stevenson, 1201 16 St. NW, Washington 6, D. C.

4–8, National School Public Relations Assn. At San Francisco. Ex. sec.: Roy K. Wilson, 1201 16 St. NW, Washington 6, D. C. Public relations seminar.

6–9, National Federation of College and University Business Officers Assns. At French Lick, Ind. Ex. sec.: Kenneth A. Dick, Comptroller, University of Idaho, Moscow, Idaho.

10–14, American College Public Relations Assn. At Washington, D. C. Ex. sec.: Frank L. Ashmore, 1785 Massachusetts Ave. NW, Washington, D. C.

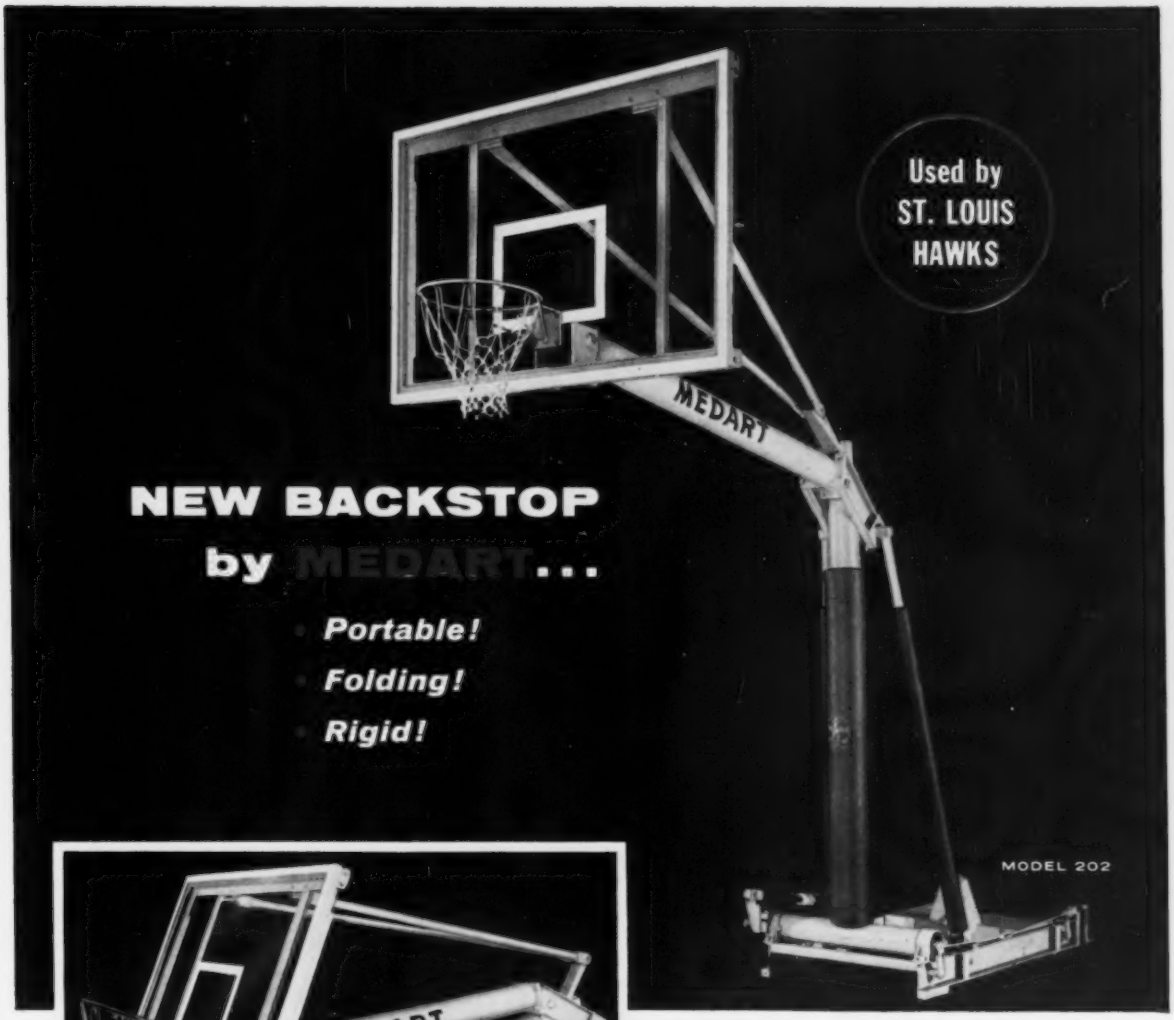
31–Aug. 3, Assn. of College and University Housing Officers. At University of Indiana, Bloomington. Ex. sec.: A. Thornton Edwards, 121 Anderson Hall, Kansas State University, Manhattan.

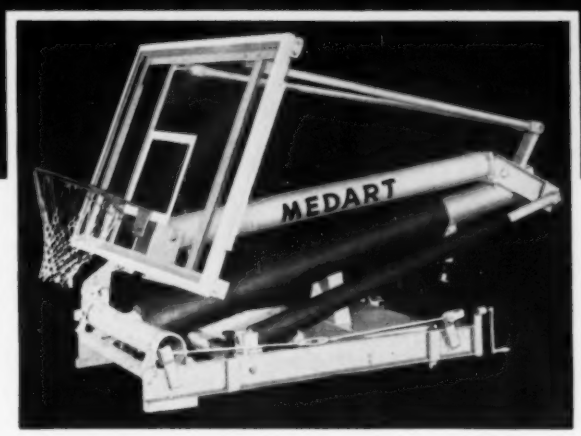
AUGUST

6–9, National Audio-Visual Assn., Inc. At Chicago, Ill. Exec. sec.: Don White, Box 337, Fairfax, Va.

Data for delegates—White Sox play at Comisky Park every day (nights on August 8 & 9) during the convention. Sightseeing can include the fabulous Museum of Science & Industry in Grant Park, a cruise on Lake Michigan, or a visit to the Art Institute. Any evening is a good evening to see "The Music Man" at the famous Shubert Theater. Summer theaters offer, among others, "Most Happy Fella" (Music Theater) and "Born Yesterday" (Theater-on-the-Lake). Horse racing daily at Washington Park and night harness racing at Chicago Downs.

21–24, National Council of Teachers of Mathematics, Summer Meeting. At Salt Lake City, Utah. Sec.: M. H. Ahrendt, 1201 16 St., NW, Washington 6, D. C.





Compact! Model 202 folds to a height of only 50″, and requires a storage floor space of just 54″ or 72″, depending on type of bank, x 121″. Backstop is quickly raised to playing position with an easily-operated hydraulic pump, or lowered to folded position in seconds by release of a safety lock and valve.

No overhead pipe suspensions — ready for play in minutes — rolls easily, quickly into storage

- Model 202 eliminates custom-built overhead suspensions, cables, winches and costly installation without the slightest sacrifice of rigidity.
- Four of the Model 202 replace six suspended backstops normally used in most gyms—4 for practice, 2 for spectator games.
- Extremely rugged construction. For play, base rests on floor-protective pads and is anchored into 4 floor plates.
- For easy moving, a single handcrank raises backstop on to 4 rubber-tired ball-bearing casters that protect the finest floor finish.
- Furnished with official fan-shaped or rectangular backboards of glass, steel or wood.
- Protective laced-on pads for vertical support column and braces, as well as base, available.

Ask for complete details.

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the most desirable
central control all-facility school sound systems

RAULAND School Sound Systems are unsurpassed for versatility, rugged performance and value. They perform every conceivable communications function for administrative control, educational program distribution and 2-way communication. Here, truly, is the most desirable choice in budget-minded School Sound, designed and built to stay modern for years.

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RAULAND Sound Systems are available to fit the exact needs and budget of your school. Available features include:

FM-AM Radio—selects any radio program on FM or AM for distribution to any or all rooms.

Phonograph—distributes phono program (transcription player or record changer); also available for use with tape recorder.

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Special Features—Emergency Switch; all-call; provision for signal clock; telephone intercom; fire-disaster alarm facilities; remote control, etc.

S800 Series
Deluxe 3-Channel Systems; maximum facilities—two channels for unprecedented program choice, PLUS intercom; with hi-fi FM-AM tuner and stereo record changer; distribution facilities for up to 220 rooms...

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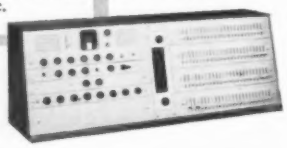

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ECONOMIC

The Bond Market

AT THE BEGINNING of this year, there was widespread opinion that we were entering a major boom period which would heighten the business demand for credit. There was a sharp increase in buying and in business inventories (caused in part by the steel strike in 1959). The Federal Reserve Board was anxious to prevent a type of boom that would lead to a later collapse and kept a tight control on credit.

As it turned out there has been no undue rise in business. It is true that the volume of the nation's business is at an all-time high, but the total of all goods and services being produced (running about $500 billion) represents an increase of only 4 or 5 percent. Speculative buying has been kept at a minimum. Even the amount of credit used for building inventories has declined in recent weeks.

The recent lack of excessive demand for credit led to lower interest rates (see charts on page 24). The higher interest rate earlier in the year postponed plans of some businesses and a good many local governments. Result has been a decline of interest rates during the past several months. In addition, the Federal Reserve Board, apparently deciding there is only limited danger of excessive speculation, has eased credit.

By the first of the year the interest rates on bonds had moved above the average rate of return on stocks. This led some people to shift funds from stocks to bonds to get a higher return. This made more money available for the purchase of bonds which, in turn, would reduce the interest rates to be paid on bonds.

In addition to the longer-term movements of bond prices, there have been violent fluctuations within a period of a few days. Since the first of the year the bond market has been very unstable. These short-term fluctuations were caused by the large supplies of bonds coming on the market at one time plus uncertainty about the short-run credit supply.

How does the government spend its citizens' income taxes? AFT President Carl Megel gives an average breakdown in "The American Teacher." A fairly typical federal income tax payment of $1,800 is apportioned roughly as follows: $822 to the military; $293 to foreign aid, atomic energy, and veterans; $256 to government operations, transportation, public housing, etc.; $244 to interest on public debt; $114 to farm subsidies; and $11 to education.

SCENE

While the rise in interest rates during 1959 did not reduce the overall total of building, it did affect the volume of educational building. It continues to show a drop for the early part of this year.

Private construction has expanded. Residential construction and public utilities show small increases, and industrial and commercial buildings are up considerably. The total of all building seems to be very slightly ahead of 1959.

The cost of building continues upward. Material prices show increases, caused by wage hikes. During 1959 the average hourly wage in the building industry rose about 5 percent. Result was a very substantial rise in average building costs which may approach 4 percent. The cost pattern during the early part of 1960 seems to be much the same as last year. It is hard to see building wage rates continue to rise forever. It is equally hard to see what is going to stop them until there is some drop in the total amount of building activity.

$$ (?) for Research

One of the most important events in the recent economic scene has to do with the defense expenditures of the United States Government. For the next fiscal year, expenditures on defense will be slightly above $40 billion, and $8.5 billion of this (20 percent) will be for research and development.

The educational budgets of the regular elementary and high schools and colleges will run approximately $20 billion. But nothing like 20 percent of these budgets will be apportioned to research. No one knows accurately how much is spent on research and development for education, but, at most, it is a few million dollars.

The point has also been made in another way. Addressing the National School Boards Association, Ralph Lazarus, chairman of the Committee for Economic Development Subcommittee on Education, said: "This year the Federal Government is spending $119 million for research in agriculture, which is plagued by surpluses. The money available to the Office of Education for research in education, which is plagued by shortages, totals only $6.2 million. When educational research can claim only one-twentieth of what we are spending for farm research isn't there a lesson for us in the contrast?"

Income and employment in the United States are both at an all-time high. Surely this should make it possible to obtain more money so vitally needed for education.

—Harold F. Clark

Circle OV-212 on reply card, last page

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Masterkeyed

No. 68-265
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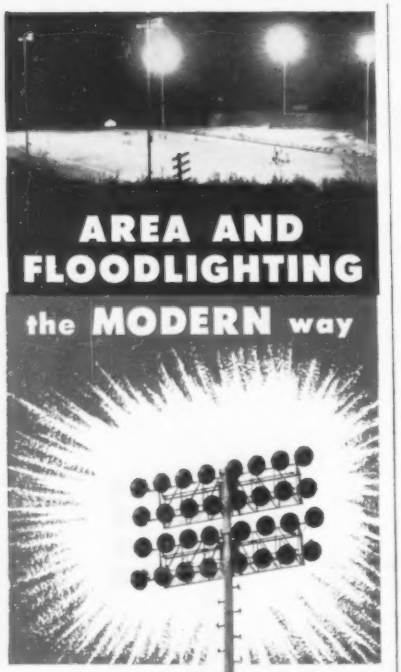

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Punch Card Scheduling

ASSIGNING STUDENTS to class is a difficult job in any large comprehensive high school today. The variety of subjects offered, coupled with an attempt to provide for the slow learner, the regular and the abler students, increases the problems of scheduling.

At Carl Hayden High School, Elzie L. Myers, assistant principal for educational services, has spearheaded a program to speed up the assignment of students to class by means of better utilization of the punch card department in the system's central administrative offices.

With an enrollment of 2,600 students in two sessions, we adopted the following plan. After the schedule of classes is drawn up, the central punch card department makes up class cards for all subjects for each teacher, recording the teacher number, class and period. We request 36 cards for the shop classes, 45 for the academic classes, 50 for the typing classes and about 100 for each period for physical education classes. These cards are numbered consecutively.

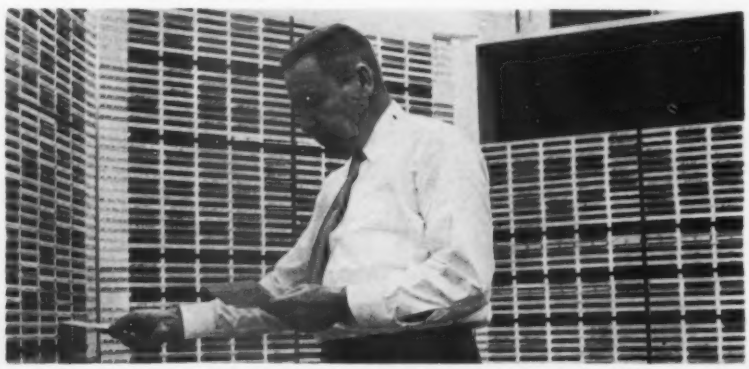
A large schedule box was constructed to include a compartment for each class. The compartments are punch-card width, one-half inch in height and one-fourth inch shorter than a punch card in depth. The box is loaded with a predetermined number of class cards for each compartment.

The assignment of students to class is simple. Each enrollment card has listed on it the subjects a student wishes to take. A preliminary code is marked on each card to indicate whether the student is below average, average, or above average. Inasmuch as the classes are so scheduled, they can thus be put into the correct room. It is an easy matter to select the class cards for each student. These are then clipped together and placed in a box. In the process, when no class cards are left in the compartment, no more students may be assigned to those classes. The advantage of consecutively numbered cards is that class membership can be determined at anytime by noting the number of the card on top.

When the class assignments have been made the cards are sent to the center, name cards are punched out, and student schedules are printed in quadruplicate. Teachers' lists for each class can also be printed.

Our first experience with punch card scheduling demonstrated its advantages. We were able to assign about 800 freshmen to classes in two days' time. ●

By Matt O. Hamhila, principal, Carl Hayden High School, Phoenix, Arizona.



Assistant principal Elzie L. Myers feeds cards into class scheduling board.

Circle **OV-214** on reply card, last page

ANOTHER WAY
RCA SERVES
EDUCATION
THROUGH
ELECTRONICS

TO KNOW THEY'RE SAFE, RELY ON SOUND

...AND FOR SOUND OF QUALITY, RELY ON RCA! Naturally you want a sound system to provide dependable day-after-day communication and programming for varied purposes. But an emergency system demands much more in reliability when the basic safety of both pupils and teachers is involved. You can feel secure in the knowledge that RCA Sound has the quality for both jobs—through years of RCA experience and leadership in sound engineering.

From a central RCA console, your voice or signal reaches instantly to every location. You have at hand, literally, every student and teacher throughout your building. And every day, via AM-FM radio, record player and tape recorder, you open classroom doors to the world by transmitting programs to any areas you wish.

The best sound systems begin with knowledgeable planning. Talk with your RCA Engineered Sound Distributor and let him help you map out a sound system for the utmost in safety at a price that's thoroughly practical. Look up your RCA Engineered Sound Distributor in the classified book under "Public Address and Sound Systems." RCA has just introduced a new line of modular sound systems which can be custom assembled in scores of combinations to meet every school budget and need. For information on new RCA "Made-to-Order" Sound Systems, address RCA, Dept. H-109, Camden 2, N. J.

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PLANNED CREATIVITY

The imagination of a gifted child captures a clown in clay . . . and every skill of the teaching art shares the classroom. All the new methods and new tools of a dedicated profession create an environment to encourage and direct his energies. Part of that environment should be classroom furniture that reflects **planned** creativity in its scientific design and manufacture. With this in mind, we recommend that you specify the Virco #751 Lift-Lid Desk (shown below), the #752 Open Front Desk and the #260 Chair. Our new full-color catalog provides specifications on Virco's complete line of school furniture for kindergarten through college. Write today to: Virco Mfg. Corporation, Department B-6, Post Office Box 44846, Station H, Los Angeles, California. (Plants also in Arkansas and Pennsylvania.)

VIRCO

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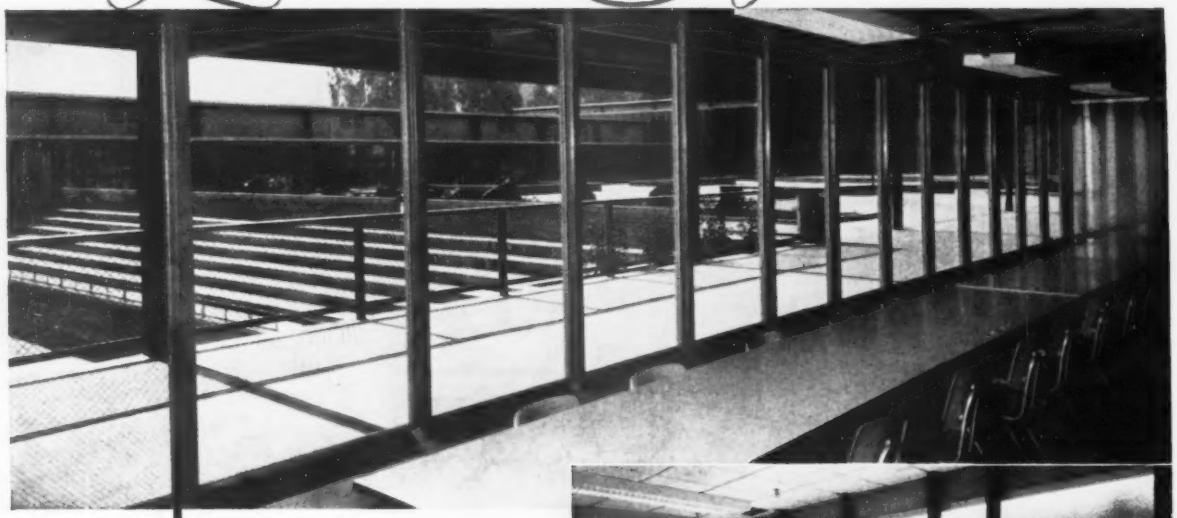
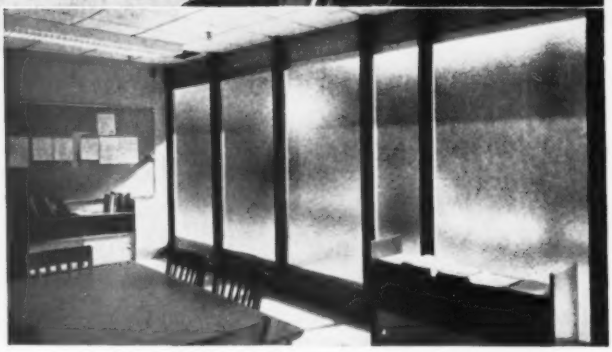
More *Daylight* and *Safety* with MISCO





Hillsdale High School, San Mateo, California,
District Superintendent, Thomas F. Reynolds
Architect: John Lyon Reid and Partners
Glass and Glazing: Cobbledick-Kibbe Glass Co

20,000 square feet of MISCO WIRE GLASS installed in New California High School

Beautiful window walls of Misco perform double duty at the new Hillsdale High School, San Mateo, California . . . provide plenty of daylight to create an open, friendly, easy-to-work-in atmosphere while offering protection against breakage and serving as a fire retardant.

And Misco lends itself to many uses. Transparent Polished Misco, with it's attractive diamond-shaped, welded wire netting, is installed along the center court . . . permits unobstructed vision and lends welcome protection of wire glass to this heavily travelled area. This rugged glass, so modern in appearance, withstands the press of crowds, prevents chance falls or mishaps from endangering students . . . serves as an effective fire barrier.

Smooth Rough Misco (obscure) is used for partitions in this modern school . . . floods adjoining areas with softened, "borrowed" light, yet protects privacy. This pattern is also installed along ramps and in skylights, where it's superb daylighting features and innate strength are desirable characteristics.

To combine the utmost in protection with modern beauty, specify Misco Wire Glass. Available through leading distributors everywhere in surface finishes for clear vision or diffusion.

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LATE NEWS

For more complete coverage, see pages 81–87.

URGES ACTION: "We still have a great deal to get done for America," President Eisenhower reminded Congress in a special message intended to prod legislators into action. Plans now call for Congress to adjourn early in July to clear the way for national nominating conventions.

With little more than a month to go, the President urged adoption of some form of school construction legislation to meet "genuine need" without upsetting traditional state and local responsibility for education. The Administration-sponsored bills provide federal aid for debt service on school construction loans.

So far, the Senate has passed a bill providing $1.8 billion in federal funds for school construction and teacher salaries. In the House, a measure making $975 million available for school construction is pending. The president will probably veto either of these measures, however.

* * *

NATIONAL PRESTIGE: Establishment of a Federal Council of Advisers on Education in the President's office has been called for by the American Assembly. The Council, analogous to the Council of Economic Advisers, would help focus the attention of the public, and the President, on the importance of education.

Representing a cross section of educators, businessmen, and government officials, the Assembly serves as a non-partisan conference and research organization. It was founded in 1950.

Although the Assembly warned against federal interference in educational policy, it recommended government aid for school construction only. It bypassed aid for increasing faculty salaries or for federal scholarships.

At the same time, the Assembly called for increased tuition "in those institutions in which present fees are nominal or disproportionately low." This was balanced with requests for more financial aid to students from the institutions.

* * *

SNAIL'S PACE: Six years after the U. S. Supreme Court's school desegregation decision, only 6 percent of the South's Negro students attend school with whites. Complete segregation still exists in Alabama, Georgia, Louisiana, Mississippi, and South Carolina.

Of the five, Georgia is making the most serious attempt to integrate metropolitan Atlanta schools. Rural sections, which hold the balance of power in the legislature, bitterly oppose it.

The first break came last month when a state school study commission recommended Georgia submit a "freedom of choice" program to the people. The commission asked the legislature to submit to voters constitutional amendments that would prevent children from being compelled to attend desegregated schools. They would also give local school districts the option to integrate or close. (Present state law automatically closes any desegregated school and cuts off its funds.)

Eight of the commission's nineteen members dissented and urged a strengthening of segregation laws.

In Atlanta, storm center of the controversy, a federal judge delayed desegregation until May 1, 1961, to give the next legislature "just one chance" to save Georgia's public school system. He stipulated that the Atlanta board would then be ordered to desegregate regardless of the legislature. The court echoed commission findings on pupil placement and local option.

In New Orleans, white parents voted overwhelmingly (12,299–2,707) to retain segregated schools. In a special school poll they chose to close the public schools rather than accept even token desegregation. Negroes indicated by a greater margin (11,407–679) a preference for maintaining public education.

However, school board president Lloyd J. Rittiner was quoted by the New Orleans *Times Picayune* as saying: "I will abide by the wishes of the white people because they are the people who support the school system and elect us to the school board."

A Federal District judge thinks otherwise, however, and has just set a September deadline for the start of desegregating New Orleans schools. After the board refused to submit its own desegregation plan, Judge J. Skelly Wright outlined a grade-a-year desegregation plan for Orleans Parish schools.

In other action, two federal court rulings have warned that Negro children seeking admission to white schools may not constitutionally be given pupil assignment tests different from those taken by white children.

Pupil assignment plans are the only legal devices to delay integration that have proved successful so far. Under these plans, the school board can assign pupils to schools on the basis of scholastic achievement, aptitude, health, morals, and residence, but not race. As a general rule, however, these standards are applied only to Negro children.

Postscript: Three Negro students are graduating

from once all-white high schools in Little Rock, Ark.: one from Hall and two from Central.

* * *

FOR BETTER TEACHERS: More than one thousand participants from all segments of education will meet later this month to seek answers to some of the perplexing problems of teacher certification. The scene will be the annual conference of the National Commission on Teacher Education and Professional Standards at San Diego (California) State College, June 21–24.

The conference will be the third and final in the series of TEPS national meetings devoted to a cooperative attack upon the problems of strengthening teacher education.

The Bowling Green conference of two summers ago was a milestone, the first time experts in teacher education and representatives of the liberal arts sat around the conference table in an effort to end their bickering. Last summer's Kansas conference followed up the Bowling Green recommendations in a spirit of cooperation and understanding.

* * *

TEACHERS' WEAKNESS: "Scandalously little" about arousing students' interests in books or in creating lifetime reading habits is being taught to teachers. This glaring deficiency exists in undergraduate, graduate, and in-service training, charges David Salten, superintendent of Schools in Long Beach, N. Y.

Salten, speaking at the annual meeting of the American Book Publishers' Council, asserted that most teachers don't know how "to make intelligent use of a library." Teachers have been placed in a peripheral position as far as their school libraries are concerned, Salten said, adding that as long as responsibility for raising standards in libraries is left only to professional librarians, the desired understanding won't come about.

Participants also heard Mrs. Geraldine Workman, who has taught history for two years over an open-circuit TV network in Kansas City, Mo., say librarians have found a close correlation between topics being taught on ETV and books in heavy demand.

She said that TV lessons stimulate outside reading on a large scale.

Bennett Cerf, president of Random House, said at a meeting sponsored by the Library Associates of Columbia University's New York School of Social Work:

"I think that television is the greatest thing that's happened to kids since the discovery of mother's milk." Cerf added that the sale of good children's books has multiplied tenfold since the advent of television.

* * *

TWO-VOLUME SETS: The list grows, the latest being a rumored merger of Crowell-Collier (reference books) and Macmillan (texts). This follows close on the heels of the Random House (Modern Library) and Knopf (quality literature) merger and the Holt (texts), Rinehart (texts), and Winston (texts) merger. The market isn't shrinking but the marketers are! C-C now holds thirty-nine percent of Macmillan stock, much of it bought when Holt dumped its Macmillan holdings to buy Rinehart and Winston. Meanwhile, C-C has been answering FTC charges of misrepresentation in encyclopedia sales.

* * *

FIRE LOSS UP: Major fires cost American schools and colleges more than $9 million during 1959, according to the National Fire Protection Association. Destruction was caused by twenty "large loss" fires —those with individual losses of $250,000 or more.

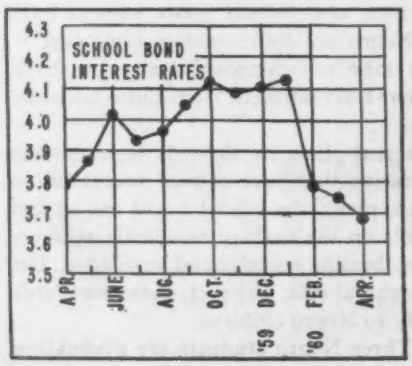
Last year seventeen major fires destroyed nearly $6.6 million worth of educational buildings.

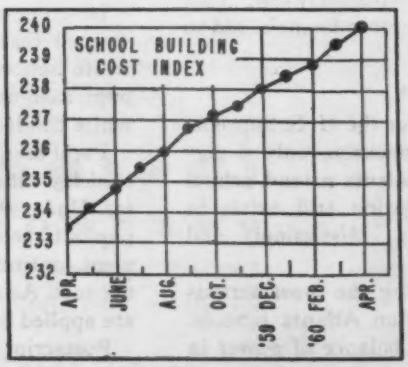
The yearly cost of all school and college fires is more than $26 million.

* * *

POTPOURRI: Elementary teachers in Riverside, Calif., have been relieved of cafeteria supervision, lunch court patrolling, and noon playground direction. The jobs have been turned over to non-certified personnel hired on a part-time basis. . . . St. Joseph's College in Philadelphia has organized an Institute of Latin American Studies, the first of its kind to train young men for business or government careers in Latin American countries.

* * *





BUILDINGS & BONDS: Average interest rate on school bonds sold during April was 3.69%. Interest rates declined through most of March, started to rise again in April, and dropped again. (See page 16 for fuller discussion of the bond market and building costs.)

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VERD-A-RAY **C-E-Z MERCURY** FLUORESCENT **LAMPS**

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Research in the incandescent lamp field aided in the development of this wonderful new light that actually *benefits the eyesight*. Visual tests were performed with real live human beings under absolute and unhampered scientific conditions by faculty scientists of two leading universities. The new C-E-Z Mercury lamp is head-and-shoulders above any lamp now on the market. It is reasonably priced. It is guaranteed. Every lamp is built for 17,000 consumer hours and is sold with a free 24-month replacement guarantee.

May we show your people the most effective lighting man has ever produced for *true visual comfort?* Naturally, you are under no obligation. We simply have a better "mousetrap" and want you to know about it—and when you *experience* the differences, we know you'll act!

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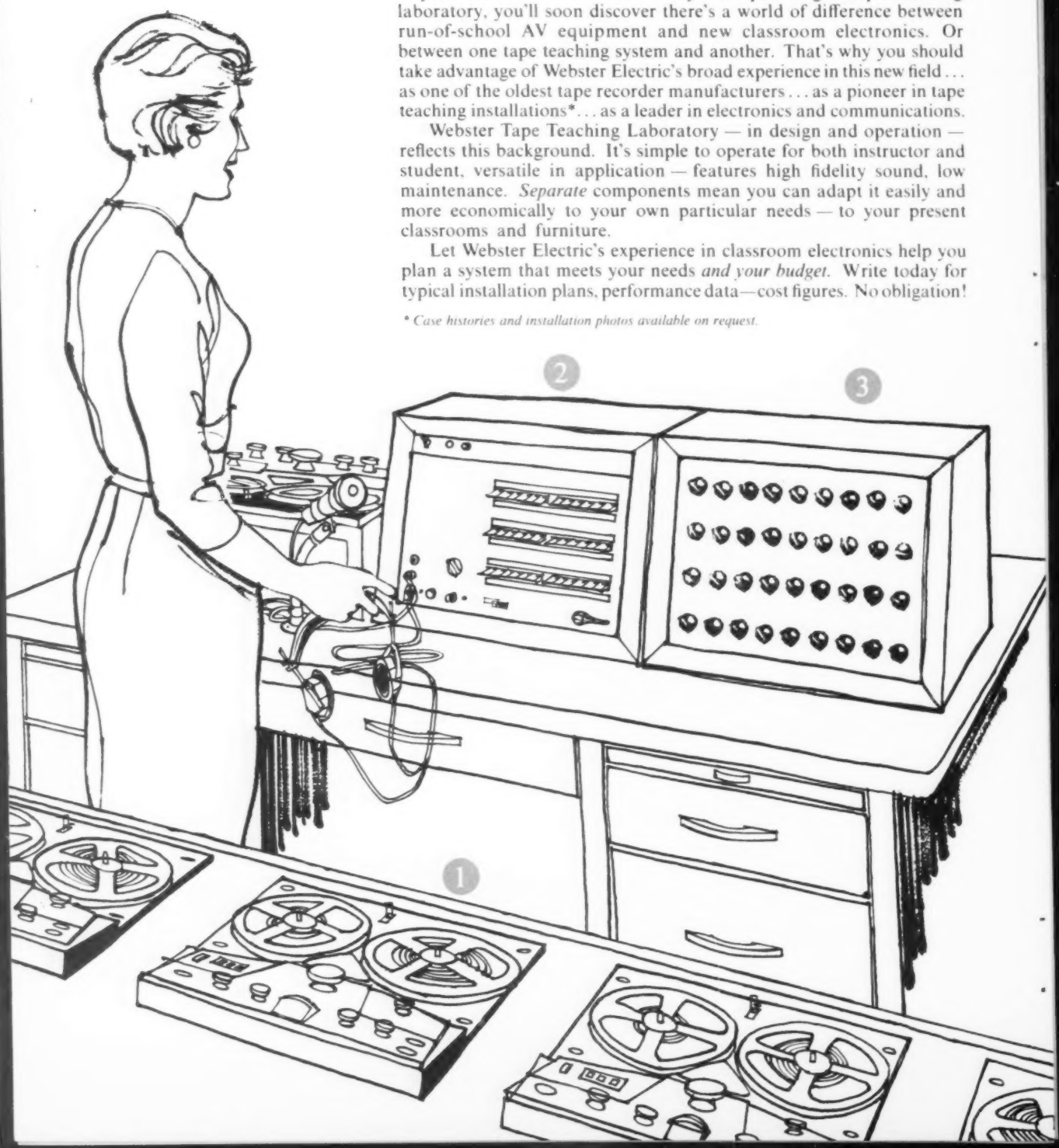
Let Webster Electric's experience in electronics and tape teaching guide your selection of laboratory equipment

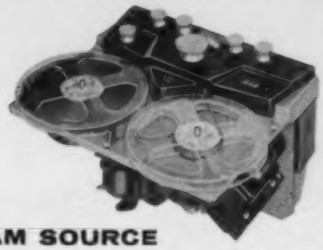
If your school is one of the many now planning a tape teaching laboratory, you'll soon discover there's a world of difference between run-of-school AV equipment and new classroom electronics. Or between one tape teaching system and another. That's why you should take advantage of Webster Electric's broad experience in this new field . . . as one of the oldest tape recorder manufacturers . . . as a pioneer in tape teaching installations* . . . as a leader in electronics and communications.

Webster Tape Teaching Laboratory — in design and operation — reflects this background. It's simple to operate for both instructor and student, versatile in application — features high fidelity sound, low maintenance. *Separate* components mean you can adapt it easily and more economically to your own particular needs — to your present classrooms and furniture.

Let Webster Electric's experience in classroom electronics help you plan a system that meets your needs *and your budget.* Write today for typical installation plans, performance data—cost figures. No obligation!

** Case histories and installation photos available on request.*





1

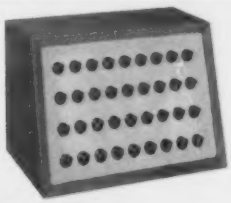
PROGRAM SOURCE

Ekotape recorder-reproducers are the heart of the Webster Electric Tape Teaching Laboratory . . . provide the ultimate in control and versatility. You can play, record, erase . . . with simple, precise control; instant stop-start action. Crisp, clear tone reduces student fatigue, aids comprehension. Available without case in flange mounting for custom installation — or as a portable unit for both classroom and out-of-school use.

2

MONITOR CENTER

Compact, desk-sized control unit. It provides contact between instructor and 6 to 36 students — add-on units increase capacity to 54 or more stations. The instructor can "listen in" without disturbing the student, or carry on a two-way conversation. Annunciators (optional) permit students to contact the instructor. Pressing a button on the student control lights up the student's selector key on the monitor center and sounds a soft buzzer. All-call and paging features also available. Monitor center is attractively finished in gray with black accents — also in custom colors. Panel design fits standard EIA rack.



3

PROGRAM CENTER

Preferred for most installations — lets instructors direct programs with complete control. Any of nine different programs — tape, radio, phono, audio portions of telecasts — can be circuited directly and selectively to as many as 54 or more students. Desk unit and panel mounting match monitor center in electronic design, size and appearance.

4

STUDENT CONTROL

Transistorized amplifier — exceptionally simple to operate. Only two switches — for speaking volume and listening volume. With a third switch (optional) the student selects program source. This feature is used where the program center is not desired. Accessories include a high impedance, adjustable microphone, and headset.

4

NATIONWIDE SERVICE

Wherever you are, there's an authorized Webster Electric service station near by to keep your Tape Teaching Laboratory in peak, efficient condition — to answer service calls without delay. An important point to consider in maintaining an uninterrupted schedule.

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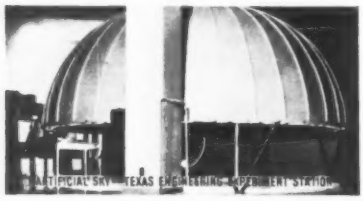

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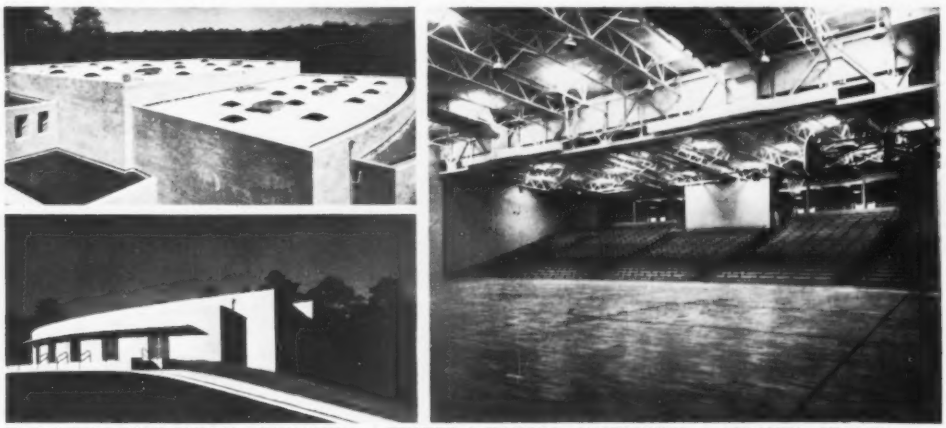

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No More Grist For Degree Mills

by E. E. Halmos, Jr.

WHETHER EDUCATORS like it or not, the slow-starting campaign against "degree mills" will have to be fought out in public. The academic battlefield is just too small. That is the real basis for the blasts against the "mills" by Health, Education, and Welfare Secretary Arthur S. Flemming. Until the general public comes to regard these "schools" as more than a joke or traps for the unwary, there won't be enough pressure on state legislatures to force through laws to curb their practice.

So far, response has been agonizingly slow. Letters have come to HEW from "graduates" of some of the "schools" and from employers who say they have been duped by spurious degrees.

But professional societies outside education have been slow to rally to the cause. This is partly a result of the caution HEW exercised in publishing its first list of questionable schools; societies have indicated interest, but prefer to wait before attacking on their own.

More discouraging (although HEW has no intention of letting the matter rest) is that the two blasts touched off one-shot explosions—single sensations in some newspapers. Obviously more than resolutions and speeches by professionals to other professionals is necessary to pressure state legislatures to tighten lax laws.

Action to date—The degree-mill knavery got national attention last October when Flemming loosed a general blast at the damage these "schools" have done to our educational prestige. A second blast, loosed at a recent Washington press conference, cocked more eyebrows because it named 36 "institutions" (listed here) which HEW said were questionable.

Next step for HEW will be a conference with the Attorney General, the Post Office Department, the Federal Trade Commission, and other agencies to see what legal action the Federal Government can take.

Following this, a series of conferences will be held with professional leaders. First of these—because a great many of the "mills" award so-called religious degrees—will be with religious leaders.

And HEW hopes that continued activity will result in the basic step: regulation at the state level.

The "mills" problem is not news to educators. The American Council on Education has been eyeing it since at least 1920. The ACE study made last year by Robert H. Reid was the basis for HEW's entry into the problem.

(Even as far back as 1879, an American diplomat in Germany noted that the "purchase" of degrees in the United States was the subject of remarks in a comedy he witnessed.)

Problems—Any campaign against degree mills has its stumbling blocks.

First is the need to define "degree mill." As one check, HEW will ask if the school "purports to grant educational degrees without requiring the usual academic performance." (There's the question of semantics, too—the press insists on using "diploma mill" and "degree mill" interchangably; educators insist there's a difference.)

Second, we have no central accreditation agency comparable to the ministries of education in countries abroad, and therefore no central repository for accreditation information or standards.

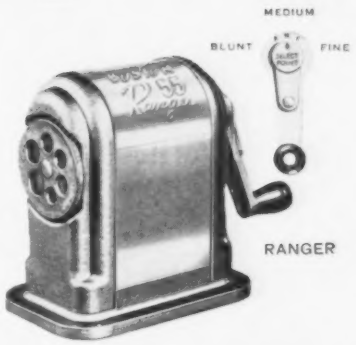
Probably the biggest obstacle is that in all but a few states, nearly anyone can receive a charter and

---

Mr. Halmos, a Washington reporter, holds a degree from a midwestern university and has done graduate work in key newsrooms around the world.

Circle OV-220 on reply card, last page

specify



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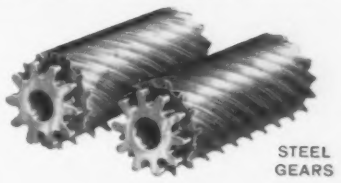

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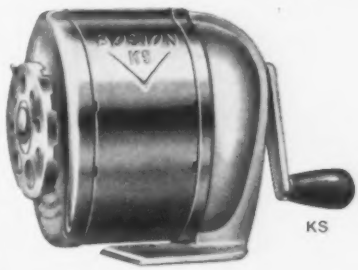

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SCHOOL FLOOR MOPPING IS VERSATILE with new Dual-Duty "Convertible" by GEERPRES

Single Unit When You Want It!

Versatile, efficient, adapts to many mopping needs. One bucket for small-area jobs; two for larger areas. Two steel wire hooks couple 16-, 32-, 44-qt. sizes in any combination, slip into grommets located *behind* steel core in protective bumper, can't pull out. Hooks standard on all bumper equipped buckets. Buckets mounted on aluminum chassis with ball-bearing casters. Mop serves as handle. Buckets nest neatly for storage.

Double Unit When You Need It!

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P.O. BOX 658, MUSKEGON, MICH.

Degree Mills (continued)

issue degrees in any subject—without showing financial responsibility, educational training, faculty, or facilities. And in many cases, these licenses are irrevocable.

Last year only eighteen states had laws that attempted control (by requiring residence work for a degree, for instance) and there was little uniformity even among them.

This hodge-podge leaves regulation largely to two federal agencies—the Post Office and the Federal Trade Commission. But the Post Office can attack only on grounds of fraudulent use of the mails (and the "schools" are legally-enough licensed in their home states), and FTC can bring action only on grounds of unfair trade practices.

> *The United States isn't alone in the matter of selling degrees of one sort or another. An HEW official recently wrote a test letter to a "university" in Scotland and got a prompt reply that he could get a Ph.D. for $56 and a three-page thesis on "any scientific subject."*

There's one more very touchy point: there are, of course, many perfectly legitimate mail-course schools. No one in Washington has any desire to injure these organizations, although it is obvious that widespread publicity will subject them to public doubt. But perhaps not for long; representatives of the National University Extension Assoc. are even now drafting a code of ethics that will dissociate them from the "diploma mills." (See page 83.)

What to do—HEW is convinced that the key to control is publicity. Only this will expose the spurious nature of the degrees and thus force a quick cut in the lucrative business of the practitioners.

But more than this, Washington feels, must be accomplished. State laws must be tightened at least to the point of demanding accepted standards of residence and examina-

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MONITOR—A Teacher For Each Student . . .

MONITOR FEATURES . . .

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- RUGGED CONSTRUCTION
- FUNCTIONAL FLEXIBILITY
- EXCLUSIVE, *PATENTED* DUAL-CHANNEL DESIGN

INSTRUCTOR'S MONITORING CONSOLE

1 MONITOR's standard Console gives the teacher control of the laboratory without requiring him to be an engineer or a switchboard operator. It can simultaneously conduct five separate course programs thus providing a variety of teaching materials to meet individual student needs. The console offers exclusive circuitry for private two-way communication, individual booth monitoring, program distribution to each booth or by rows and remote control of booth recorders for mass tape duplication.

STUDENT UNIT—TYPE I

2 Type I features the MONITOR E-3CS *patented* dual-channel recorder which enables students to listen to the master channel while simultaneously recording their own voices. Just two controls plus an on-off, volume switch assure simplicity of operation. Thus, students can perform operations by reflex action—*and concentrate solely on the lesson material.*

STUDENT UNIT—TYPE II

3 Type II includes a tube or transistorized amplifier and an activated headset-microphone. It enables each student to speak and listen to his voice simultaneously. It also provides for intercommunication between the student and teacher.

Additional System Oriented MONITOR Equipment

MONITORET—A simplified version of the MONITOR E-3CS for home study with prerecorded tapes . . . REMOTESTER—Automates testing by stopping student tapes during questions and restarting them for recording answers only . . . AUDIO-VISUAL SYNCHRONIZER—Automatically coordinates visual presentations with prerecorded tapes or with the instructor's microphone.

Our rapidly expanding school population makes *a teacher for each student* an idealistic concept. Yet, educators agree there is an increasing need for teaching techniques that meet the varied capabilities of *each* student.

In the field of language teaching, the MONITOR Language Laboratory System offers the teacher the best means to achieve this objective. MONITOR today is *the only* language laboratory standard of the United States Government . . . the result of twelve years of product design and development. MONITOR is the product of first hand experience in installing, maintaining and *directing* hundreds of language laboratories in 51 countries.

To the student, MONITOR means more intensive learning through repetition, active use of new word sounds, and objective comparison of his own voice in playback.

To the teacher, MONITOR means the opportunity to meet student needs on an individual basis. As an easily operated and highly flexible teaching tool, MONITOR adds a new dimension, *tutorial supervision*, to the science of language teaching.

The coupon below is for your convenience in obtaining more information regarding a MONITOR Language Laboratory for your school . . .

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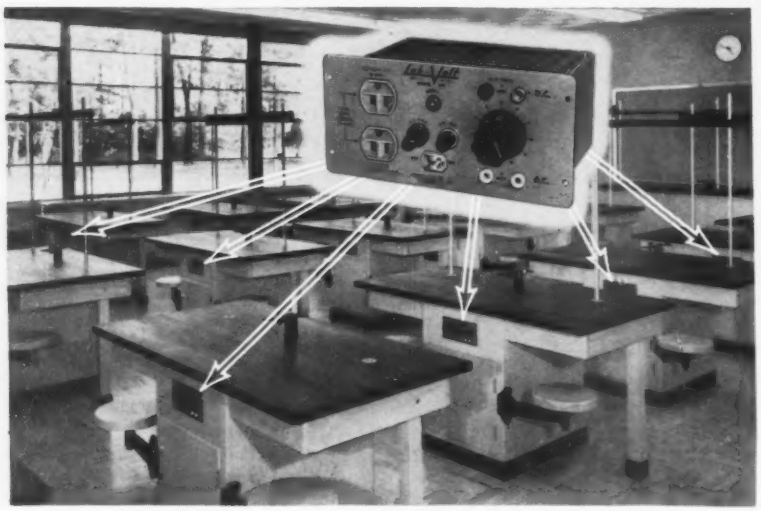
Degree Mills (continued)

tions. It will not be enough to get individual states to pass such laws; the laws should be reasonably uniform. So long as any state permits laxity, "mills" can operate; having nothing to move, they can easily migrate to a "permissive" state.

Just how tough it will be to get uniform state laws—even basic laws—can be judged by the experience of the National Education Association. In 1953, it formulated a "model law" that would give state educational agencies power of licensing and provide minimum academic standards (but is didn't mention the conferring of degrees). No state has adopted even this model law, or anything close to it.

Washington hopes that educators themselves will pick up the ball. There's ample information available from HEW, the American Council on Education, NEA, and others. But the ball-playing must be done outside the educators' home parks—it must be held in an open forum before the public.

Circle **OV-224** on reply card, last page



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The HEW Secretary's List of Degree Mills

Active:

Institute of Metaphysics, 1250 Indiana St., Birmingham 14, Ala.; **The Church of Light,** P.O. Box 1525, Los Angeles 53, Calif.; **Burton College and Seminary,** 41 Lincoln Ave., Manitou Springs, Colo.; **The Divine Science Church and College,** 1400 Williams St., Denver 18, Colo.; **American Bible School,** 192 North Clark St., Chicago 1, Ill.; **American Divinity School,** Pineland, Fla.; **Blackstone School of Law,** 307 North Michigan Ave., Chicago 1, Ill.; **College of Universal Truth,** 22 E. Jackson Blvd., Suite 1506, Chicago 4, Ill.; **Kondora Theosophical Seminary,** P.O. Box 718, Chicago 90, Ill.; **McKinley-Roosevelt Incorporated,** 9 South Clinton St., Chicago 6, Ill.; **Pioneer Theological Seminary,** 122 Concord Ave., Rockford, Ill.; **University Extension Conservatory,** 2000 South Michigan Ave., Chicago 16, Ill.; **Washington National University,** 9 South Clinton St., Chicago 6, Ill.; **Central School of Religion,** 6030 Lowell Ave., Indianapolis 19, Ind.; **College of Divine Metaphysics,** 2811 North Illinois St., Indianapolis 8, Ind.; **Trinity College,** 325 Bankers Trust Building, Indianapolis 4, Ind.; **Mid-Western University, Inc.,** Oak Hill Estate, Arcadia, Mo.; **Neotarian Fellowship,** Pickwick Building, Kansas City 6, Mo.; **Four States Cooperative University,** Jefferson, Tex.; **Texas Theological University,** 2800 N. W. 27th St., Fort Worth 6, Tex.; **Belin Memorial University,** Route 2, Box 116, Manassas, Va.

Inactive:

Cramwell Institute and **Cramwell Research Institute,** Adams, Mass.; **Golden State University,** Hollywood, Calif., and Denver, Colo.; **Metropolitan University,** 111 E. Broadway, Glendale 5, Calif.; **Webster University,** 121½ Luckie St., Atlanta, Ga.

Chartered in U. S., Active Abroad:

American International Academy, 45 Gramercy Park, New York, N. Y.; **Milton University,** 310 W. Hoffman, Baltimore, Md., and P. O. Box 218, Madison Square Station, New York 10, N. Y.; **National University** and **National Research Institute, National University of Colorado** (no address given); **Western University,** San Diego, Calif.; **Chartered University of Huron** (no address given); **Charitable University of Delaware** (no address given); **International University of Delaware** (no address given); **National University of Colorado** (no address given); **International Corporation of Engineers, Inc.,** Delaware (no address given). •

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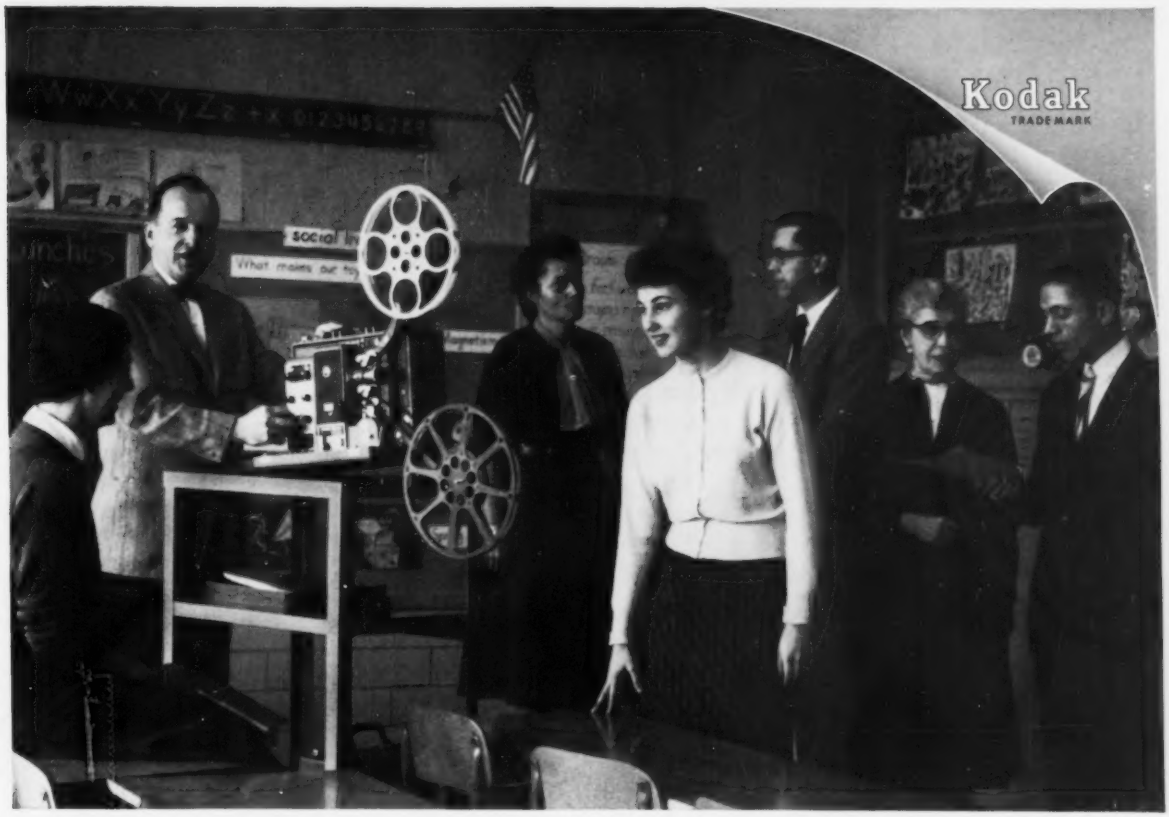

"We saw how practical a teacher can be about A-V aids before we selected this Kodak Pageant Projector."

Says John M. Chilcoat,
Principal at the new Norwood Elementary School, Baltimore County, Md., selected by A.A.S.A. for its exhibit of outstanding school designs:

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"Our teachers expressed themselves on these matters when we were examining projectors. Then they selected the Kodak Pageant Projector as their practical choice. Easy to set up, the Pageant meant programs started promptly. Quiet, the Pageant didn't distract students by machine noise."

Because reel arms, belts and cords are all permanently attached in place, the Pageant sets up easily. Operation is so simple that many teachers leave it entirely to the children.

To see a demonstration of the Kodak Pageant's brilliant screen image, its high quality sound, and its other practical features, call a nearby Kodak A-V dealer. Or, write for Pageant Bulletin V3-22. No obligation, of course.

Kodak Pageant Projector 〉 **EASTMAN KODAK COMPANY,** Dept. 8-V, Rochester 4, N. Y.

TV teacher Sr. Siqueiros shown on the set of "Español Elemental," foreign language program telecast on commercial station in Mason City, Iowa.

Spanish Conversation on TV

EDUCATIONAL TV programs are being executed throughout the country with astonishing results. One highly successful experiment in *Conversational Spanish* is taking place in Northern Iowa and Southern Minnesota—a predominantly rural region.

The program is sponsored by seven counties, whose school superintendents are responsible for administration and control. Details are delegated to a three-man executive committee from this group. Professors De Chasca and LeVois from the State University of Iowa are consultants. The former is chairman of the department of romance languages and the latter is pedagogical expert to the department. A commercial station in Mason City, Iowa (KGLO-TV) telecasts the program.

A gifted and well-trained bilingual teacher adaptable to the TV medium was absolutely essential to the success of the program. Inquiries led to the appointment of Mr. Siqueiros, a former teacher from El Paso and itinerant Spanish instructor under Carlos Rivera of the El Paso system.

The objective of the course is to teach active basic Spanish through a give-and-take oral relationship between students and teacher. It involves progressive mastery of a basic vocabulary and speech patterns through repeated association and repetition over a whole school year (38 weeks, 5 days a week, ½ hour a day).

Instruction was initiated at the 6th-grade level because of the students' ability to read and write and because they had not yet lost their imitative ability. Enrollment consisted of 3,024 students in 128 classrooms and 958 adults. A direct method was employed, involving aural comprehension and active response in Spanish by the students to the words of the teacher. However, written materials are an integral part of the course. Mr. Siqueiros also uses them periodically as a basis for review during the telecast. The TV instruction is supplemented by the active role of the homeroom teacher who learns along with the children and who leads them in oral response during the telecast. Mr. Siqueiros follows up his telecasts with unannounced visits to the participating schools. He conducts a live class based on previous materials. The response and performance of the pupils and the observations of the homeroom teacher give him a good idea of the results being obtained. To help evaluate the program, teachers may send critical reports of any telecast to the superintendent. Final results of student achievement will be tested by examination.

The consultants were asked to evaluate the program at the end of five weeks. Their appraisal was based on discussions with county superintendents, program director of the station, and classroom observation. The reactions and criticisms from all three groups were astonishingly favorable.

Studio—The teacher is well qualified. His voice is of excellent quality. Lessons are well organized, perfectly timed, well balanced with the right amount of time dedicated to review. The importance of the studio production as an integral part of the pedagogical process cannot be stressed enough. The clear presentation of visual aids is extremely important.

Classroom—Observers witnessed 30 minutes of unflagging attention. Student responses to the leading questions issuing from the TV screen were unanimous. Pronunciation was surprisingly good. The homeroom teacher and principal indicated their unreserved approval.

Adults—Enthusiastic responses and the hope that TV classes would be continued in future years were expressed in letters and conversations. The program performed a valuable service for the community.

The consultants reported that the program to-date is an unqualified success. They personally found the experience to be exciting.

Those actively engaged in the program are planning to continue and expand it into a second and perhaps a third year sequence. This expansion would necessitate a closed-circuit system. A number of qualified teachers would undertake to perform certain duties now carried out by Mr. Siqueiros—chiefly classroom visits throughout the year. •

By M. C. Martin, superintendent of Cerro Gordo County Schools in Mason City, Iowa.

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Don't just push dust around–pick it up with SUPER HIL-TONE® surface maintainer, and get rid of it once and for all. Saves labor time–protects against spread of air-borne bacteria –helps save the floor and improves appearance.

SUPER HIL-TONE has the unique property of AD-SORB-ING dust (gathers and holds, with a kind of magnetic attraction). Pulls the dust cleanly up off the floor, and holds it in the sweeping mop. Leaves no tell-tale trail.

After sweeping, a microscopic non-oily film of SUPER HIL-TONE cushions against traffic wear–saves the wax or finish film–pulls dust out of the air and holds it until next sweeping. Keeps your whole building healthier. A "must" for dust control and labor-saving maintenance.

Sweeping with SUPER HIL-TONE takes a lot less time. You scrub less often. Moreover, the SUPER HIL-TONE film brightens the gloss of your floor finish, protects it, makes it wear longer.

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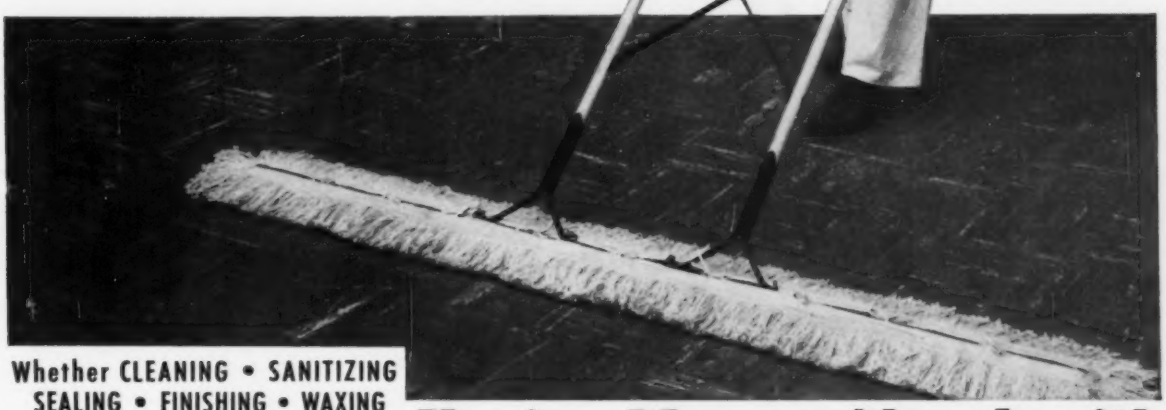

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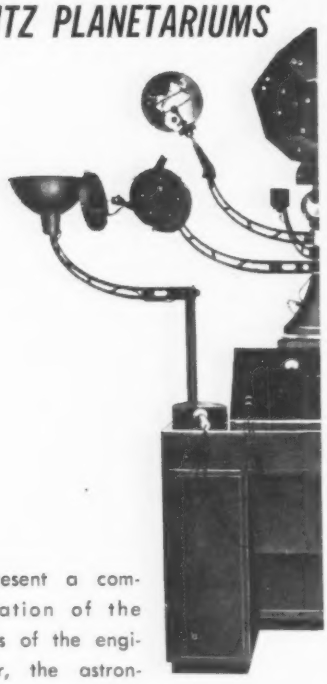

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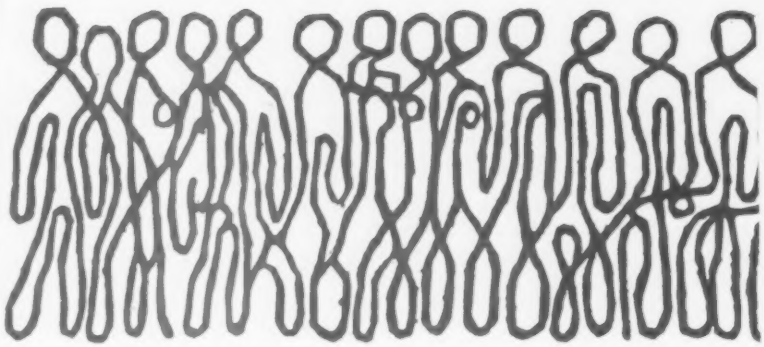


The Thorny Garden of Ability Grouping

ABILITY GROUPING is still uncomfortably wedged between research and philosophy. Researchers, generally, take a negative view of grouping, pointing out its disadvantages to the individual. Philosophers argue the advantages of grouping and its effect on improving the quality of education. Some recent spadework in this thorny garden has helped clarify both positions.

Maxine Mann, research assistant at State University of Iowa, reports a study of 102 fifth-grade children who had been classified into four ability groups when they entered first grade ("What Does Ability Grouping Do To The Self Concept," *Childhood Education,* April, 1960). Pupils were grouped by intelligence and reading readiness tests. For purposes of the study, the groups were referred to as Sections One, Two, Three, and Four in descending order of ability.

The children were asked to write on a sheet of paper (1) the grade they were in, (2) which fifth grade they were in, (3) how they happened to be in this particular fifth grade, (4) whether their very best friend was in their room, and (5) how many years they have gone to this school. Only the second and third items were used in the study; they showed how the children identified their group and perceived the reasons for their being there.

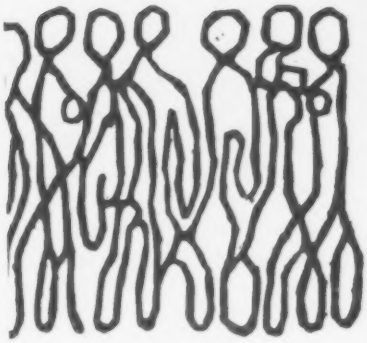
Although the groups were officially identified only by teachers' names, a large proportion of the pupils (40 of the 102) identified their groups according to ability: "high," "high fifth," "best," "low," and "lower." This was particularly true of Sections One and Four, the highest and lowest ability groups. Miss Mann poses these questions: "What experiences have brought about such clear identification in these sections (One and Four)? Since they are not with other groups for comparison, could this be a reflection of teacher attitudes which have been ingrained in the children?"

In giving reasons for their placement, half the children made such statements as "I'm smart," "We're smarter," "I'm too dumb," and "We don't know very much." Miss Mann continues "In Section One, twenty-five (of thirty) children gave positive responses in terms of ability of achievement—twenty one of them in positive 'I' terms. There were no negative responses from this group." Examples: "I'm smart," "I was good in something," and "I worked hard."

"In Section Four, the lowest group, the fourteen (of eighteen children) responding in terms of ability or achievement gave negative responses. . . ." Examples: "I am not so smart," "I can't think so good," and "Most of us are lazy."

Miss Mann poses two other questions: "What are the experiences which have contributed to the way the children in the 'top' and 'bot-

RESEARCH



tom' groups see themselves?" and "Could teacher rejection of the low group and acceptance of the high group help to account for it?"

Miss Mann concludes, "Because of the negative attitudes such as those revealed by the 'low' group in this study, ability grouping was abandoned in the thirties. Are we going to repeat the same mistake in the sixties?"

Speaking of history, Delmo Della-Dora has traced the development of grouping patterns, beginning with the change from ungraded to graded classes that took place between 1850 and 1900. From there he passes to the development of individualized patterns, such as the Winnetka and Dalton Plans (1890 and 1920) and then on to ability groups between 1919 and 1935 that grew out of post-World War I group intelligence tests. ("What Research Says About Grouping," *Michigan Education Journal*, April, 1960)

Della-Dora notes that research projects were numerous from 1919 to 1935. He summarizes the general findings: teachers, parents, pupils, and administrators favored ability groupings; pupils grouped according to ability or achievement tests generally didn't have "greater subject-matter mastery than did their counterparts in regular (heterogeneously grouped) classrooms," pupils grouped in this way still "exhibited a wide range of differences in ability to learn," and the tests used "did not accurately predict future learning rates. . . ." He reviews recent

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developments in grouping and concludes that grouping is not a teaching device by itself. "It is unwise to assume that more academic learning will take place merely because of [grouping]. . . . Grouping on the basis of academic ability, marks, or intelligence tests may inhibit opportunity for development of creativity on the part of potentially creative pupils." How learning takes place is affected more by such factors as self-concept, social class, aspiration, and attitudes than by grouping, Della-Dora believes.

Harold G. Shane, dean of the School of Education at Indiana University, summarizes ten key grouping problems and examines thirty-two "historically interesting and promising plans." ("Grouping in the Elementary School," *Phi Delta Kappan,* April, 1960)

After reviewing the research reports (the earliest in 1948 and the latest in 1958) Professor Shane says, "It seems reasonable to conclude that the 'best' grouping procedures are likely to differ from one school to another, the most desirable practice often being dependent upon such factors as: 1) the competence and maturity of the local staff; 2) the nature of the physical plant; 3) school size; 4) class size; 5) a highly intangible quality—the intensity of the desire of a teacher to make a particular plan work effectively.

"The philosophy and ability of the able teacher are undoubtedly more important that any grouping plan, however ingenious it may be, with respect to creating a good environment for teaching and learning."

The arguments of the philosophical advocates of ability grouping were recently summed up by Jack L. Larsen: "Why then do we do it? It is certainly more complicated; and, though it solves some old problems, it inevitably creates several new ones. We do it simply because we believe a student learns better if he is given the benefit of careful counseling and serious evaluation of his achievement and potential, and then is placed in an academic group aimed at meeting his needs and stretching him a bit." ("To Group or Not to Group," *Clearing House,* April, 1960)

Mr. Larsen discusses the advantages of grouping for the low, middle, and upper ability levels, but emphasizes the importance of carefully placing students in their appropriate group. He concludes, "If the new concepts in grouping are tools that will help us lead boys and girls toward that goal of . . . 'converting as wide a range of experience as possible into conscious thought' . . . then we are at least on the right track."

It is an oversimplification to conclude from these four articles that researchers are *against* and philosophers are *for* ability grouping. Yet, the strongest arguments against grouping are based on research, while the strongest arguments for it are based on a kind of intuition. In actual practice, the trend is discernibly toward more grouping, despite much research suggesting that learning be improved in other ways. ●

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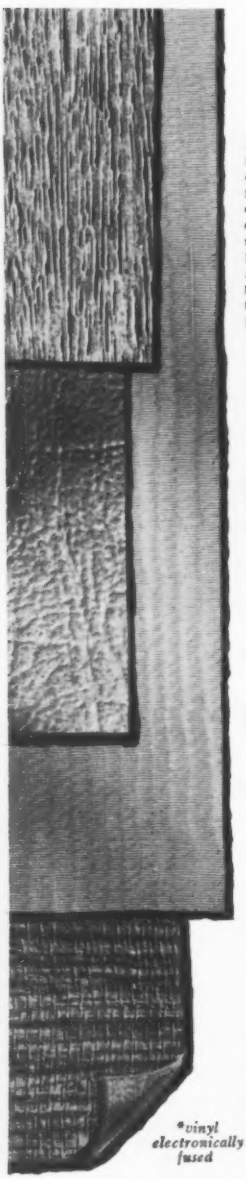

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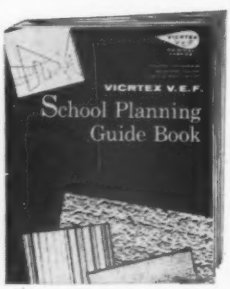

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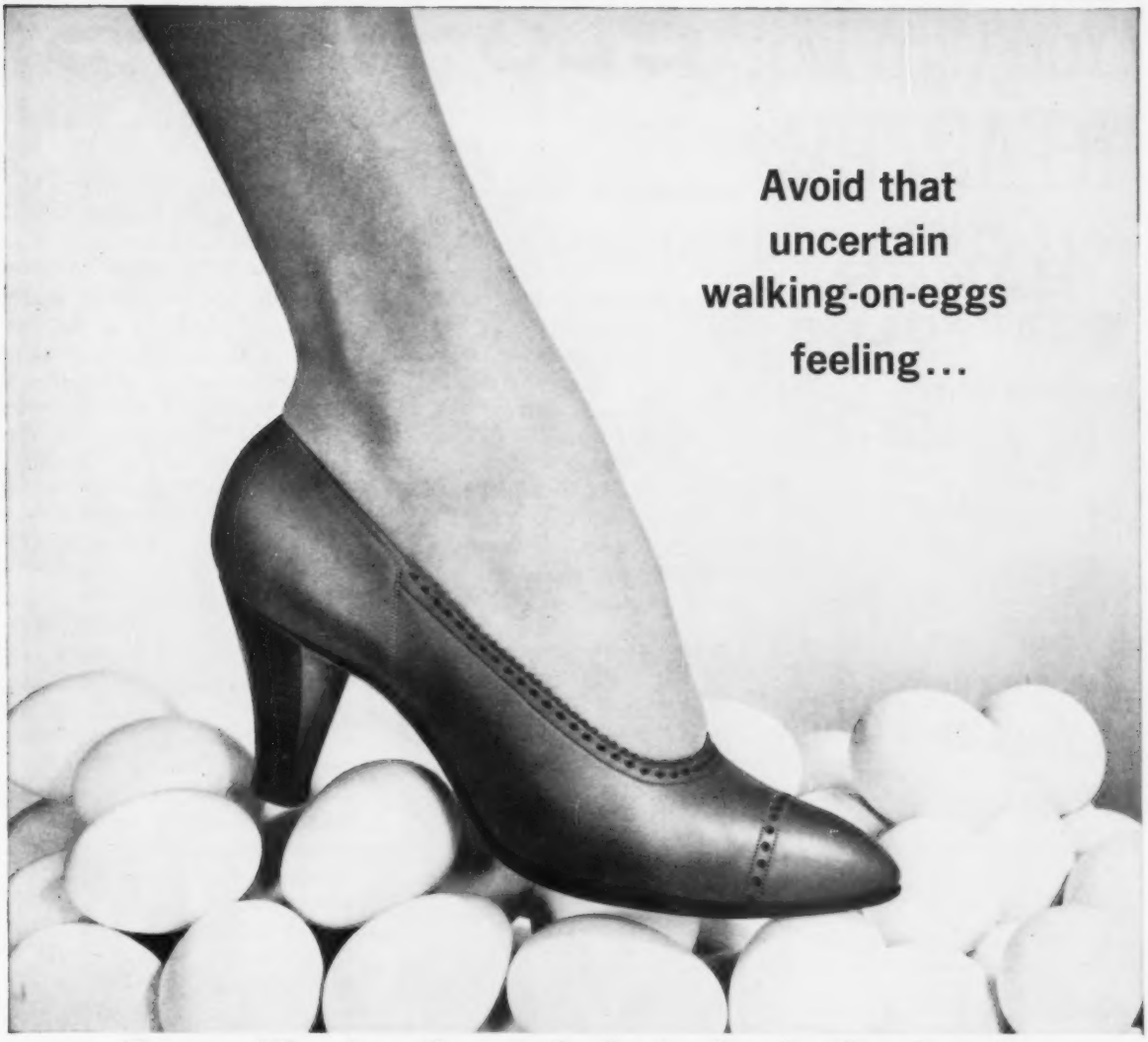

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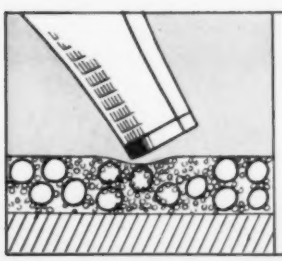

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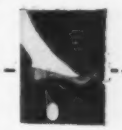

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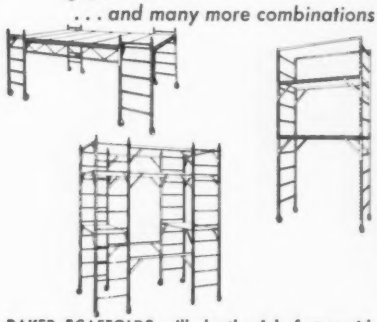

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Lawrence A. Kimpton

WHEN LAWRENCE A. KIMPTON submitted his resignation as chancellor of the University of Chicago, he said, "A university every so often requires a change in leaders who can apply fresh, sharply objective appraisals, and start anew, free of the associations, friendships, and scars of a common struggle."

Kimpton explained that the goals he had set for himself had been reached: removal of "encroaching urban blight," stabilization of university finances, and improvement and reorientation of schools and departments within the University.

William M. Rittase

Retiring chancellor.

Kimpton played a leading role in the successful effort to save the Hyde Park-Kenwood community in Chicago from deterioration. This role, coupled with his office as president of the South East Chicago Commission which dealt with similar problems, involved him in activities usually remote from a university administrator.

During Kimpton's nine years in office there have been net additions of $29.5 million to the University's endowment (exclusive of capital gains on endowment and of market appreciation of endowment investments). The operating budget for the normal activities of the University has increased from $17.3 million in 1950–51 to $32.4 million for the coming academic year.

A former dean of the college of liberal arts and professor of mathematics and philosophy at the University of Kansas City, he became associate director of the Metallurgical Laboratory at the University of Chicago in 1943. Later he was named director of the Laboratory and the historic Manhattan Project.

When elected chancellor to succeed Robert M. Hutchins, he held the positions of vice president in charge of development and professor of philosophy at the University.

The 50-year-old chancellor is president of the Association of American Universities and a trustee of the Carnegie Foundation for the Advancement of Teaching. He is also a director of Chicago's Museum of Science and Industry and a director of the Commonwealth Edison Company and the Standard Oil Company (Indiana).

Kimpton's plans are indefinite, although he says he may engage in some educational or governmental consulting. But he has no intention of becoming head of another university. "I could not develop the enthusiasm and devotion to any other institution which I have for the University of Chicago," he said.

Louise Wood Seyler

LONG BEFORE the national bandwagon got rolling to push classes for the gifted, Dr. Louise Wood Seyler was organizing them in Los Angeles. She has also led in revision of her school's elementary curriculum (putting more emphasis on fundamentals in the lower grades) and has worked to expand the role of science and mathematics in the classroom. This past year she chaired a superintendent's committee that drew up a new pupil discipline code for Los Angeles schools.

As deputy superintendent of the

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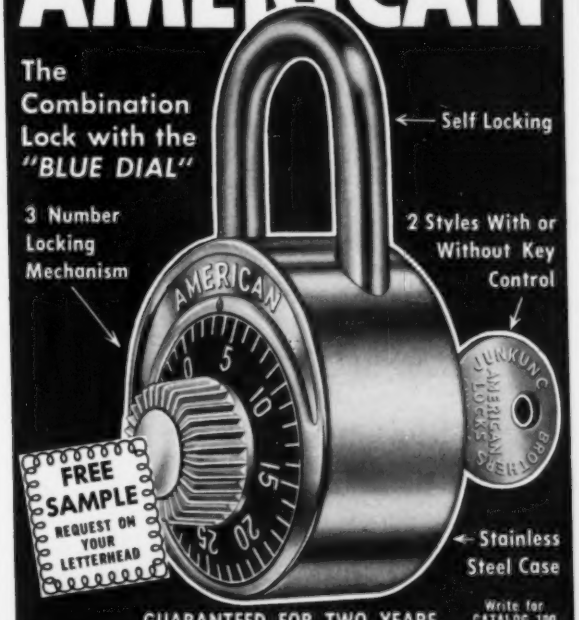

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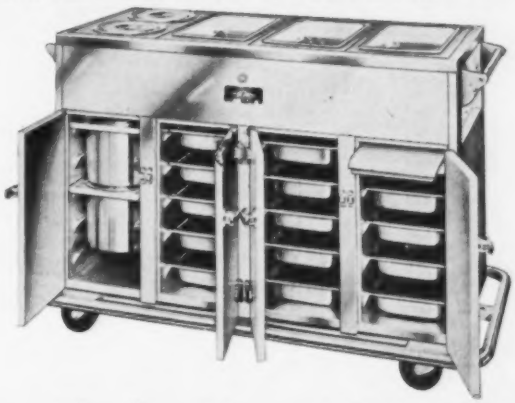

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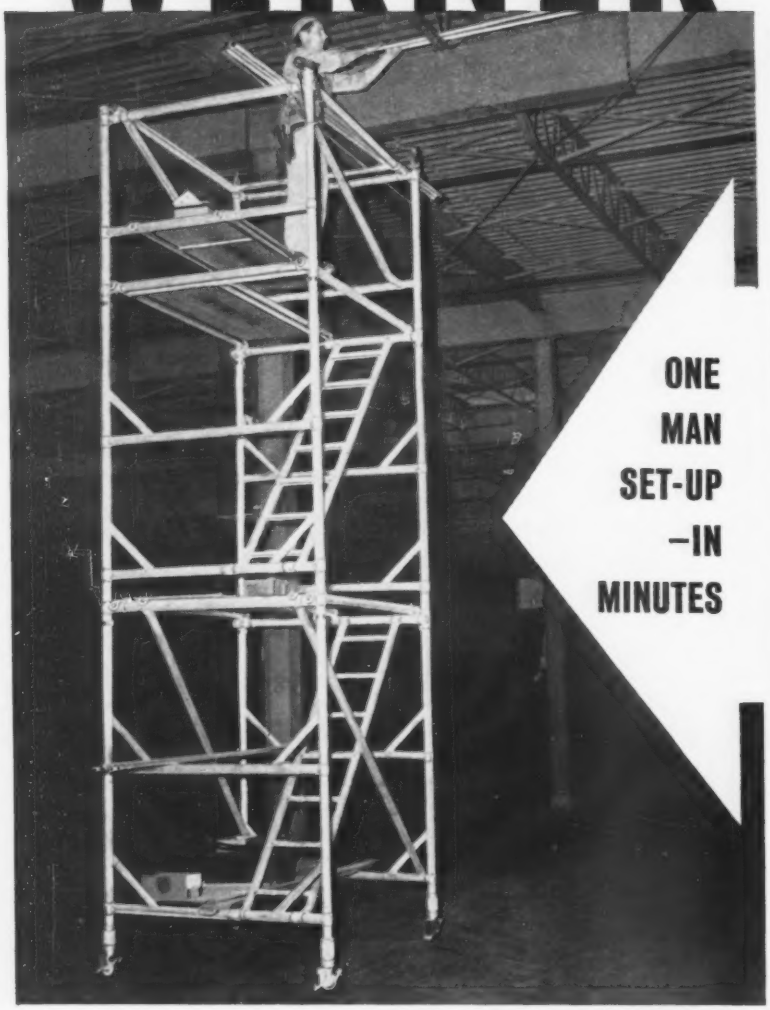

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system, she now captains a program for more than 500,000 youngsters. This is a giant step from her first job, in 1928, as teacher in a cold, dark tent in a Los Angeles elementary school. (There was a shortage of classrooms even then!) Twenty years old, enthusiastic, just out of college, the tall, smiling school mistress took on the assignment after three other teachers had literally been run out by the class. Her first

Johns H. Harrington

Classroom trouble-shooter.

move was to win over the ringleader, who then kept his fellow pupils in line.

Electricity could not be used in the tent because of fire regulations. It was too dark to read on cold or rainy days when the sides were rolled down. "In fact, it was almost pitch black," the deputy superintendent recalls. "All classwork had to be oral!"

Dr. Seyler thought this first job was "lots of fun." She spent evenings concocting reading and arithmetic games to coax her unruly charges to want to learn.

Later, she served as a counselor in remedial reading and arithmetic. By choice, she tackled classes of misfits who had been grouped for special training. One was a professional boxer who made $50 a fight—considerably more than Louise Seyler earned as a teacher in those days.

She loved to teach and wanted to stay in the classroom, but her principal urged her to enter administration. She finally relented and qualified for an administrative post. Dr. Seyler went up the ranks rapidly,

conquering jobs with ease and friendliness as an elementary principal, head supervisor, assistant superintendent in charge of an elementary district, and associate superintendent for the division of instructional services. Four years ago she became deputy superintendent of Los Angeles Schools.

Still young and vigorous after 32 years of experience, she modestly says, "I have had things easy since my first job. Breaks have just come naturally. I have been helped and sometimes pushed by others." She admits her interest in education came from diverse sources: a fond grandfather who taught her the alphabet at the age of three, an elementary school principal whom she adored as a youngster, a U.C.L.A. professor who prodded his dedicated graduate students.

As Los Angeles' deputy superintendent, Dr. Seyler is one of the top women educators in the country. She was named Woman of the Year by the Associated Press in 1956 (the only educator and only Californian to receive this honor) and Woman of the Year by the *Los Angeles Times* in 1957.

Robert Vogel

ANY MISGIVINGS over the capabilities of young men and women about to step into positions of educational

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Student Education Association, is enthusiastic about teaching and is doing all he can to interest college students in teaching careers.

Greater prestige is making education more attractive now, he believes, and getting student teachers professionally organized helps boost the profession.

Vogel spent two years in the Army in Korea and then managed a variety store in Salt Lake City. He decided to embark on a teaching career, he explained recently in the *Utah Educational Review*, because "I wanted to go into another kind of work that would be more satisfying to me and would give me greater opportunities for service in a way I thought was important."

He plans to teach in an elementary school where he believes there is a need for more men. "The teacher who works in the lower grades not only can make a good contribution," Vogel says, "but he also prepares himself with a better background for administrative work."

Candids . . .

Dr. Paul L. Ward, 49, chairman of the history department at Carnegie Institute of Technology, has been named president of Sarah Lawrence College in Bronxville, N. Y. He will assume the post July 15 . . . **Dr. Chris H. Groneman,** head of the industrial education department at Texas A&M, has been named industrial education "Man of the Year." The award was made by The Ship, an organization of firms doing business in the education field, at the American Industrial Arts Association Convention . . . **Miss Patricia Cross,** acting Dean of Women at Cornell University, has been appointed Dean of Students. She will assume her new position July 1 . . . **John R. Howard,** 37, will become the twentieth President of Lewis and Clark College in Portland, Ore., on August 1. He is presently Acting President of Lake Forest College in Lake Forest, Ill. •

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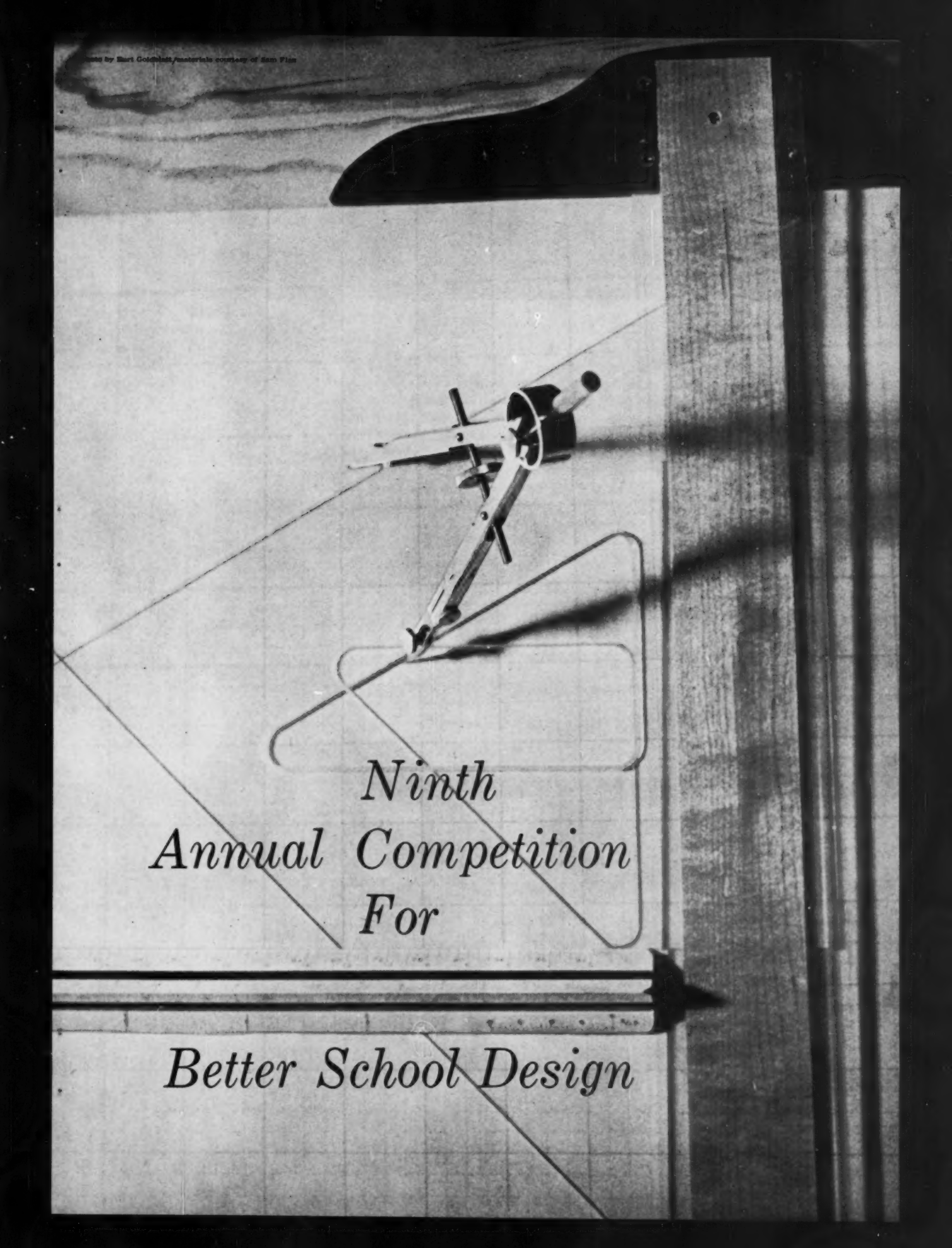
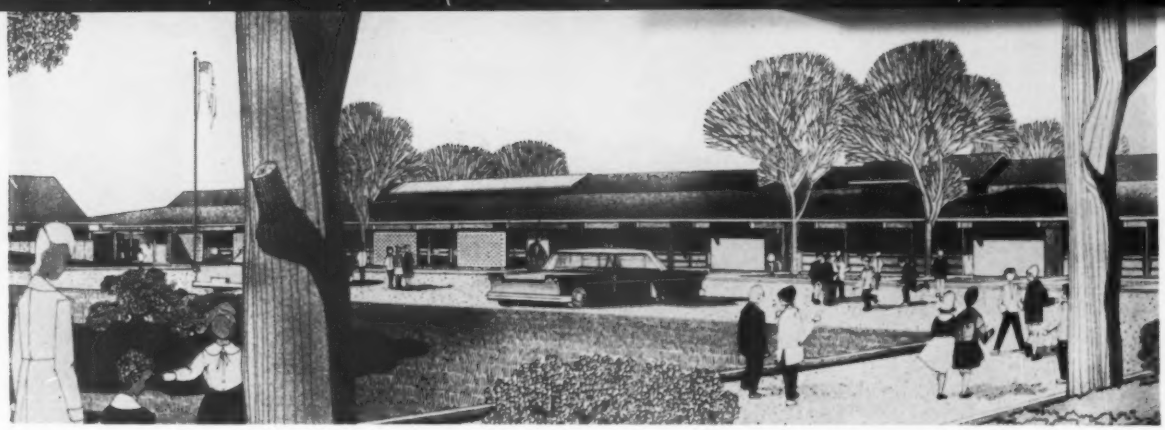

Ninth
Annual Competition
For
Better School Design

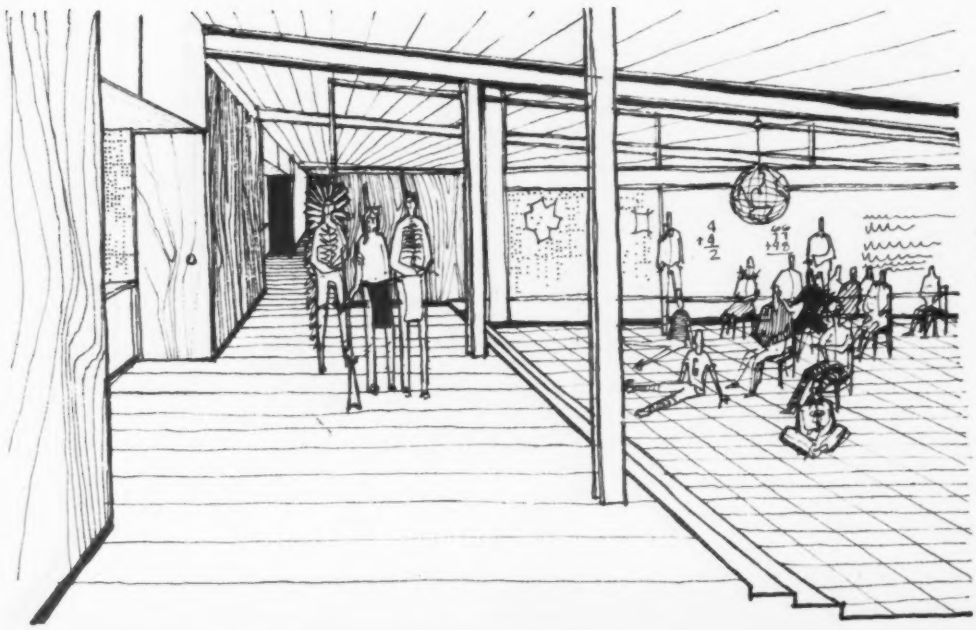


Long, snug building houses 750 pupils in 24 classrooms of novel arrangement.

Jury: A creative and daring contribution to elementary school planning. A thoughtful (and perhaps close to an ultimate) statement of the corridorless school for a northern climate. Core facilities such as instructional materials center, toilets, work alcoves, administration, well located for use, economy, and visual barrier. Instructional area is enormous yet gross area per pupil is extremely low. Low cost without sacrifice of architectural or educational quality.

Top Award

Caudill, Rowlett and Scott
Paul L. Dunbar Elementary School
Gary, Indiana



Raised platform is a teaching area during class, and doubles as corridor between classes.

Hellmuth, Obata & Kassabaum, Inc.
Washington University Residence Halls
Clayton, Missouri

Top Award

Jury: A highly intellectual, carefully reasoned approach to college housing. Compact, efficiently organized "house plan" units dispersed on the site with sensitivity to outdoor space. Exterior tailored with precision and relieved by the sculptured statement of the cloisters and related first-floor rooms. Scale is domestic and the total complex is a pleasant place in which to live and study.

$3 million building complex contains 264 double and 60 single rooms, for 588 students.

Art Fillmore

Smooth materials and air conditioning give pleasant atmosphere to school's interiors.

Brick lattice protects the play courts of this K–6 school from prevailing desert winds.

Peters & Fields
John Ireland Elementary School
Odessa, Texas

Top Award

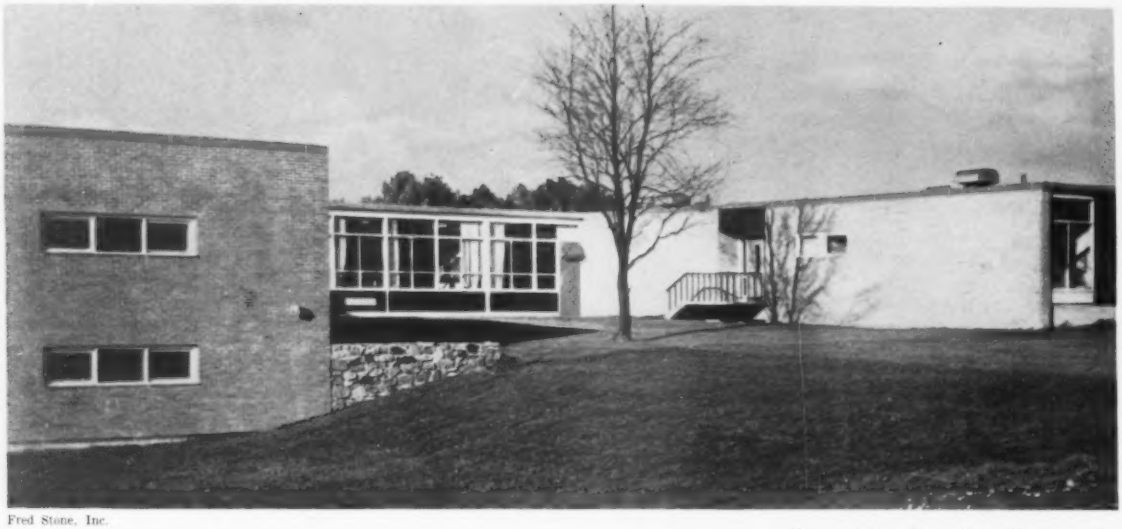
Jury: A thoughtful and sensitive response to the special climatic problems of heat, dust, and glare. Confined spaces a welcome relief to the endless openness of the desert. Architectural forms appropriate; delightful space sequences. Building invites movement in and through. Plan unusually compact. Community facilities well located and organized. Courts useful.

This $782,965 student center serves present enrollment of 2,700 full-time students.

Top Award

Lundeen & Hilfinger
Eastern Illinois University Union
Charleston, Illinois

Jury: An outstanding achievement in contemporary college architecture. Elegant in proportion, careful in detail, dignified. Cohesive in plan and elevation with appropriate allocation of space to each building function.



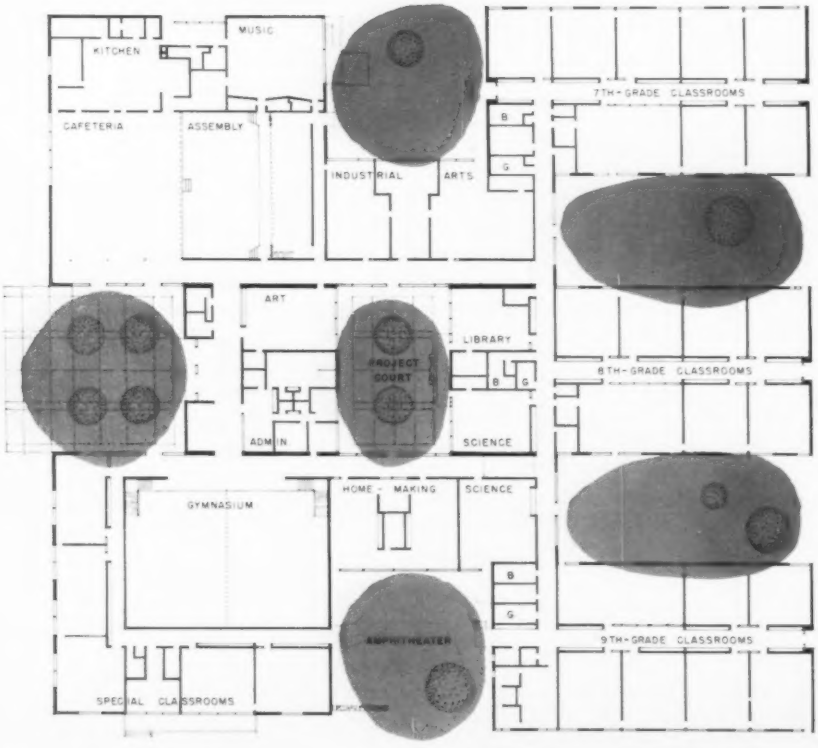
Fred Stone, Inc.

Gym at left drops into dip in grade.

Smith & Sellew
Wilson Junior High School
Natick, Massachusetts

Top Award

Jury: Premiated for general excellence but especially for a well organized and consistently developed cluster plan suitable for the New England climate. Corridor circulation is not only convenient in pattern but opens pleasantly to landscaped courts. Two-level combination cafeteria-assembly room is noteworthy. The usual massive dominance of a school gymnasium has been avoided by exploiting a drop in grade. Appropriate to the setting; well proportioned and scaled exteriors, color, and material.



Plan provides for 910 pupils in grades 7–9, with each grade in a separate wing or "little school."

Roland Chatham

Caudill, Rowlett and Scott
St. Joseph's Academy
Brownsville, Texas

Jury: A stimulating building complex, with a well defined campus, readily recognized as a church-related institution. The plan elements are well arranged, particularly the two-story wing containing the imaginatively-designed chapel. The jury expressed some reservation concerning the amount of glass in the gymnasium walls.

Honorable Mentions

Flatow-Moore-Bryan & Fairburn
Acoma Elementary School
Albuquerque, New Mexico

Jury: A compact, broad-roofed plan, of the modified "umbrella" type, but with considerable freedom for motion, The design is well adapted to its warm, southwest climate. The building is economical in original cost and should be an easily maintained, flexible, and inviting shelter for elementary educational activities.

Vincent G. Kling
Harriton High School of Lower Merion
Rosemont, Pennsylvania

Jury: This school showed a fine blending of architecture and site to produce an inviting and appealing atmosphere. Its interesting massing and sensitive use of materials combine to create a building in which both the children and the community can take pride. The building speaks of the community's respect for its children and their educational environment.

Lawrence S. Williams, Inc.

Lundeen & Hilfinger
Fine Arts Center, Eastern Illinois University
Charleston, Illinois

Jury: Pleasing design, refined in plans and detail. Well expressed relationship between the performing arts and visual arts wings. Masonry and glass used in artistic proportion. Buildings are well oriented with other buildings on the campus.

Honorable Mentions

Ezra Stoller

R. B. O'Connor & W. H. Kilham, Jr.
Adele Lehman Hall—Wollman Library, Barnard College
New York, New York

Jury: This college library, located on a restricted city site, provides a visually stimulating focal point for a metropolitan campus. The jury considered that the plan was well worked out and the details were handsome and refined.

Reid, Rockwell, Banwell & Tarics
Mills High School
Millbrae, California

Jury: Compact, carefully organized and economical plan. The school has an exceptionally well-planned physical education plant, providing well placed lockers, gyms, swimming and diving pools. A refined example of the "loft" concept, but rigid symmetry may handicap attractive future expansion.

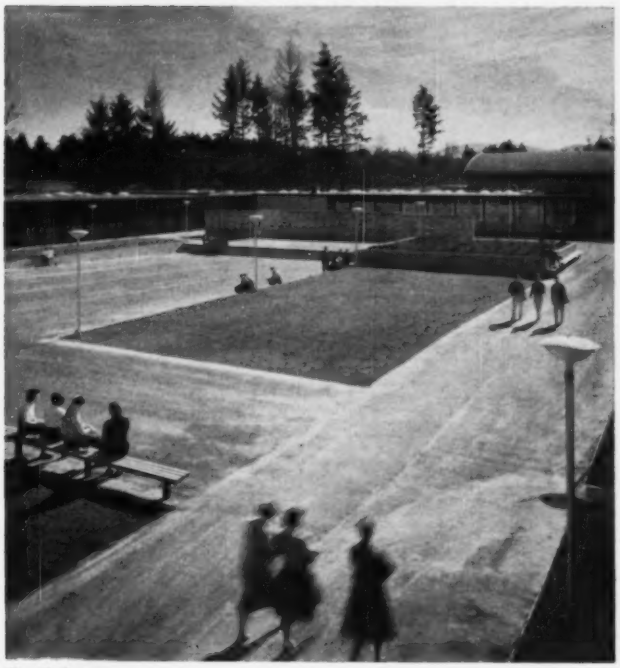
Special Features

Art Hupy

1. *Kenneth W. Brooks & Associates*
Wilbur School
Wilbur, Washington

Naramore, Bain, Brady & Johanson
Sammamish High School
Bellevue, Washington

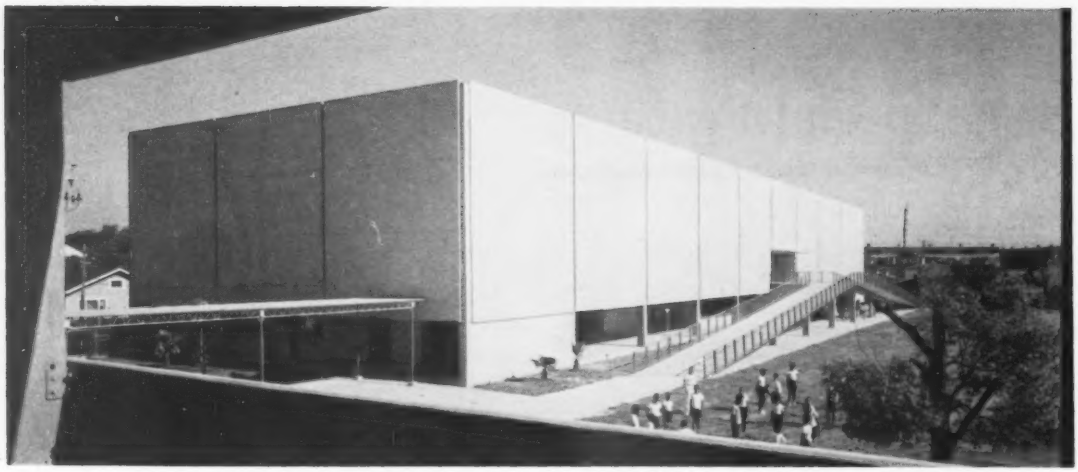
2.



Chas. R. Pearson

George M. Rasque & Son
Campus School, Eastern Washington College of Education
Cheney, Washington

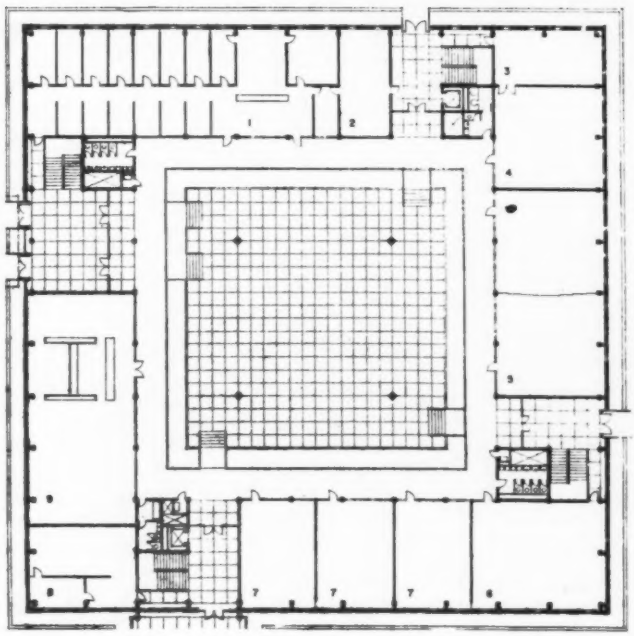
3.



4.

Ricciuti Associates
James Derham Junior High School
New Orleans, Louisiana

5.



Thorshov & Cerny, Inc.
School of Architecture, University of Minnesota
Minneapolis, Minnesota

Special Features

1. *Jury:* For each of the two age groups in this rural consolidated school, a well-planned circulation core has been developed into a useful and enjoyable social and educational area.

2. *Jury:* The educational usefulness and potential beauty of the central court unifies and enhances the contiguous building components.

3. *Jury:* Observation section and access to it are well handled as an ingenious solution to a unique program requirement.

4. *Jury:* The effective utilization of a limited site is made possible through the imaginative design of a compact and orderly gym-auditorium unit.

5. *Jury:* The spacious sunlit court may effectively serve as the exhibition area, workshop, forum, and social center of this college building.

Jury Report

Over a two-day period, the Jury viewed 115 submittals representing 36 elementary, 43 secondary, 22 college buildings, and 14 special and combination buildings.

While the average submittal seemed higher in quality than in previous years, this may be attributed more to the elimination of the lowest end of the spectrum. At the high end we find increasingly refined samples of earlier pioneering but few that point the way to new breakthroughs in architecture or education. More very good school buildings are being built; but the excitement of challenge and discovery is missing.

In judging entries, the Jury considered only the material actually submitted on the exhibition mounts and each project in terms of its own program either as stated or implied. At times one wondered whether the educational program was sufficiently inspired to justify the effort expended in finding a satisfying architectural response.

If the objective of architecture is the shaping of environment to human physical and emotional needs, then we are caused to wonder if too much design is not limited by the tyranny of the T square or derived from other momentarily beguiling geometries angular or curved. Architecture is not engineering or a totally intellectual science but needs heart and understanding. Through research the behavioral sciences may one day give us the basics for a reasoned understanding of human response to physical environment. Until then, design must remain in large part an intuitive art with geometry the slave rather than the master. The Jury could wish that the hand of the designer be more often bound to his heart than to the tools on his drafting board.

Except as noted in comments on individual premiated designs, the Jury reacted in general to the entries in each category as follows:

Elementary schools: A high plateau of performance. In searching for stimulating contributions to design advancement, the Jury passed over many entries that in other years would have been prize-winners. Many schools, however, gave mute evidence of the pressure of price. The overloaded multipurpose room still insults our intelligence and frustrates the educator.

Secondary schools: Performance may have slipped below prior levels. The evidence is still clear that complex planning problems are not easily mastered and coordinated into strong cohesive designs. The straining for new cosmetics for old faces is not always successful. Possibly regression is traceable to the national and community pressures that have been directed at the secondary school in the past five years. Does the current climate frighten the school administrator away from the accepted patterns of organization, content, and method? If so, it is understandable that many superintendents choose security rather than the bold advance.

Universities and colleges: In this category we find specialized problems and new challenges. The response is encouraging and hopeful for the future.

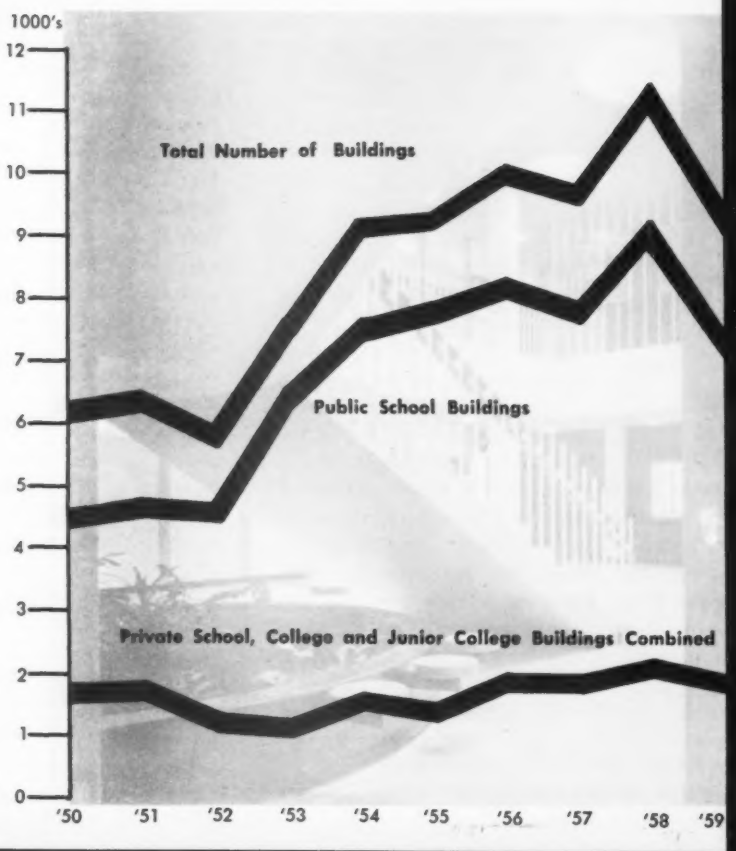
Although the professional advisor was able to report that over the years there has been steady improvement in presentation, the Jury was frequently surprised by ineptness and bad taste. Too many mounts were ill-organized and cluttered with irrelevant material. Fortunately, the best designs are almost invariably the best presented. They were easy to like. ●

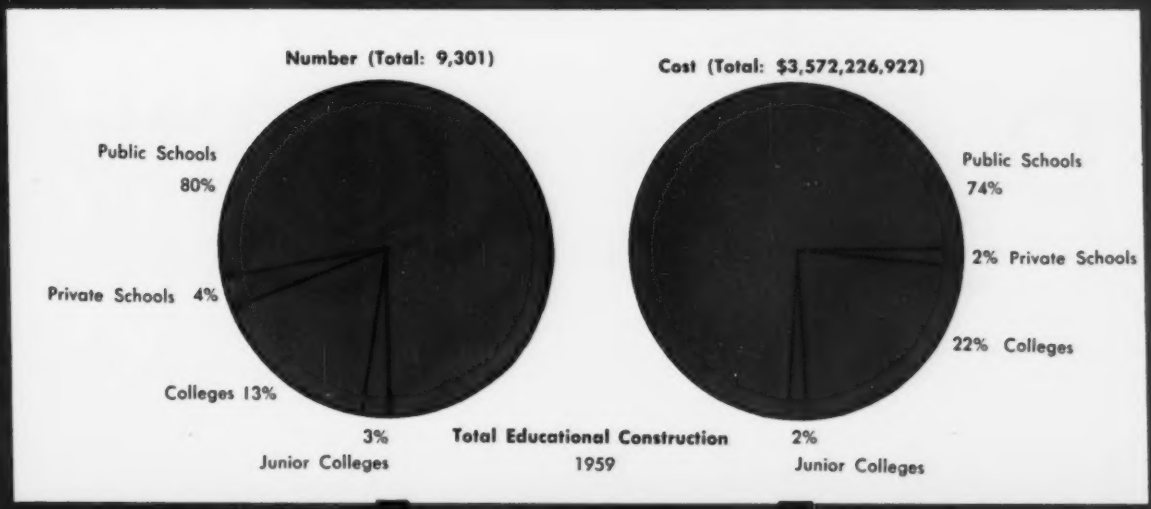
Philip Will, Jr., F.A.I.A. Perkins & Will, Chicago: chairman
George W. Holmes III, Specialist in School Plant Planning, University of Virginia, Charlottesville
A. G. Odell, Jr., A.I.A., A. G. Odell, Jr., & Assoc. Charlotte, N. C.
R. Jackson Smith, A.I.A., Eggers & Higgins, N. Y. C.
Edmund H. Thorne, Supt. of Schools, West Hartford, Conn.

Region	Distribution of All Educational Construction							
	Public Schools		Private Schools		Colleges		Junior Colleges	
	No.	Cost	No.	Cost	No.	Cost	No.	Cost
South	29%	15%	21%	16%	29%	22%	44%	25%
New England	4%	6%	22%	14%	11%	11%	3%	2%
Central	31%	32%	19%	32%	27%	32%	13%	13%
Middle Atlantic	13%	27%	28%	33%	13%	15%	9%	25%
Western	23%	20%	10%	5%	20%	20%	31%	35%
1959 Totals	7,379	$2,619,966,173	397	$ 63,409,391	1,217	$799,834,872	308	$ 89,016,486
1958 Totals	9,190	$3,052,118,294	625	$122,497,424	1,237	$718,155,613	247	$ 57,376,481

Building Survey

Ten-Year Summary of Educational Construction





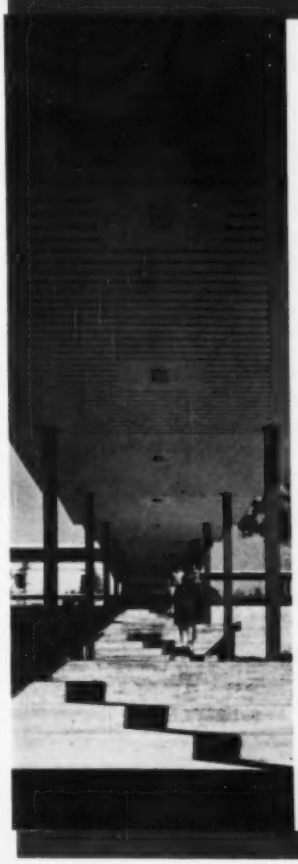
for 1959

WHILE COLLEGE and university building continued to rise in 1959, total educational building dropped markedly from 1958: from 11,299 buildings at $3,950 million to 9,301 at $3,572 million.

Public schools spent the most money building schools last year (over $2 billion), but built 1,700 fewer buildings and spent $432 million less than the year earlier. Private school construction dropped nearly one-half. Higher education, on the other hand, spent nearly $890 million against $775 million in 1958.

Nearly $29 billion was invested in educational building during the 1950's: $22 billion on public schools; $800 million on private schools; $500 million on junior colleges; and $5¾ billion on colleges and universities.

These findings are from the Eleventh Annual Survey of Educational Buildings conducted by *American School and University*. The full report is in the yearbook's 1960–61 edition, to be published this summer. ●



Percent of Furniture and Equipment Costs to Total Building Costs

	Colleges	Junior Colleges
Academic Classrooms	6.7%	12.8%
Administration	6.2	9.1
Auditorium-Theater-Chapel	11.3	14.2
Dormitory	9.8	8.2
Engineering	43.5	.....
Fine Arts	9.6	.....
Food Services	15.8	17.0
Library	14.6	19.5
Medical-Health	11.2	.....
Science	19.3	15.6
Physical Education	6.4	6.7
Service Facilities	13.8	7.3
Student Center	11.1	10.9
Vocational Arts	12.6	20.4
All-Purpose	21.7	9.7

Percent of Furniture and Equipment Costs to Total Building Cost Public Schools

Region	Sec.	Elem.	Comb.	Other
Central	10.9%	10.8%	9.0%	9.3%
Middle Atlantic	10.0%	7.2%	7.6%	3.8%
New England	12.8%	8.8%	6.5%	.....
South	11.3%	7.9%	9.6%	18.7%
West	9.1%	7.6%	4.9%	8.7%
U.S. Totals	**10.4%**	**8.5%**	**8.4%**	**12.8%**

Purses of Silk

by Frank Lopez

IT IS PERHAPS unwarranted to say at this juncture that current trends in educational buildings are superficial. Perhaps it is also too impatient. Yet, on the basis of competition entries, there is little real progress to report.

General Trends Self-contained elementary classrooms continue to demand an almost impossible range of competencies of teachers. Kindergartens (and often first grades) continue to be playrooms. Rooms for upper elementary years, when children's minds are possibly most inquisitive and acquisitive, do little but teach their tenants to mark time. The majority of senior high schools remain over-departmentalized, concealing even from mature students that unity of knowledge which would make education truly comprehensive. A growing minority are organized as "little schools" or "schools-within-schools," but even these are too often divided by grade only. Most junior high schools fall somewhere between upper elementary and senior high concepts, following one pattern or the other but hardly recognizing the peculiar needs of early adolescence. This age appears even more neglected than the upper elementary.

If one were to judge college building activity by the examples shown, he would conclude that as architecture our colleges are at last getting some superb structures, and that most of these are dormitories, student unions, fine arts buildings, and, occasionally, libraries. The dearth of arts and science instructional buildings may be due partly to the difficulty of getting money to erect them (federal funds are available for buildings which, like dormitories and cafeterias, can be expected to repay loans). This has the effect of emphasizing peripheral needs and amenities at the expense of the essentials of college life: work, practice, study. Libraries have carrels, but few seminar rooms and not much ivory-tower seclusion. Dormitory rooms have desks, but few places where students might let off social steam (presumably this would occur in the dormitory rooms where one such gathering disrupts an entire floor's quiet). Fine arts buildings, on the other hand, catered exclusively to the pursuit of proficiency.

Devices and Equipment The techniques displayed in the competition are fairly representative. Some achieve their purposes; some don't. In a few instances, a school mistakes the purchase of some earphones and a tape recorder for the acquisition of a language laboratory, not realizing that the real thing requires equipment, space, organization, and environmental control.

Subdividing the huge school into "little schools" or a "campus plan" is actually a technical device. When this breaking-down into units proceeds from a sincere quest for quality education, it becomes one of the best instances of the interaction of ideology and practical planning. If, as often happens, it is adopted solely to mitigate a site problem or to facilitate administrative control it is no more than a gimmick, albeit a pretty good one.

A whole range of techniques is aimed at financial economy, with varying effects. In a mild climate where heating problems are minimal, the cluster or campus-planned school with open exterior corridors, has proved so economical and popular that its endless repetition is becoming banal. Even in colder regions, enclosed outdoor passages appear to have succumbed to the drive for economy (and it must be said that no alarming increase in respiratory infections has been reported).

Once it was thought economical to bulldoze the site;

"The basic stimulus to superb architecture is lacking"

now that isn't necessarily the conclusion. Each situation imposes its own solution. Leaving terrain cleaned up but "as is" often has advantages of preserving indigenous beauty, keeping landscaping costs low, and reducing ground water or concealed rock problems.

More economical construction, better fire rating, and the safety of quick access to outdoors still impel many designers to one-story buildings wherever land is sufficiently available. Unfortunately, similar standards are too often unthinkingly applied to urban buildings where land is not freely available and quite different norms should, although they do not, prevail. The few urban schools submitted showed little progress beyond going up on stilts to conserve playground space; none incorporated serious attempts to subdivide the huge bulk of the structures into humanly-scaled units. And none attacked the problems of shifting populations; all were designed to be schools forever.

CONSTRUCTION materials were various, embracing a range of metals, concrete, stone veneer, brick, wood, glass, plastics. Since all are generally available nearly everywhere, this is not surprising; fitness and cost appear to have dictated their selection. These factors do vary in different localities, yet it is not unusual to find steel framing where lumbering is the dominant industry, for example. And here one of the serious faults of the modern school plant is evident: nearly every school suffers from poor architectural detailing or from poor execution ("cover it up with speckle and paint"). The causes are multiple: the constant urge for economy which begets cheapness; competitive bidding practices which force contractors to take short cuts; a spate of building materials so huge that there is little opportunity to become familiar with their quirks; and sometimes plain ignorance in the practices of architects and builders who, like most of us, work under continual pressure.

Some of these factors have caused wider acceptance of preassembled units and standardized, pre-formed structural members to obtain better, more carefully engineered, less costly work. In the hands of competent architects these have been no deterrent to beauty; on the contrary, they appear to have stimulated the inventiveness of designers.

Built-in equipment for controlling environment has also increased in complexity. Artificial lighting, preponderantly fluorescent and of high intensity, is now expected to be in constant use whether exterior walls are mostly glass or not. There has been little change in heating and ventilating systems; but a growing number of schools either incorporate a minimum of air conditioning or provide for its installation. These schools are well ahead of most communities, for the usual public reaction is still to consider this a waste for schools—even where air-conditioned homes, offices, and restaurants are matter-of-fact. Acoustical control is nearly always incorporated, by applying sound absorbents and by varying shapes and contours of rooms to reduce reverberation; although in many instances partitions between rooms have insufficient thickness to bar sound transmission.

Teaching equipment (storage spaces of many kinds, chalk board assemblies ranging from small framed blocks to entire walls, conduit and outlets for portable television receivers, slide and movie projectors, and so on) is now so plentifully supplied that there is barely wall or floor space to accommodate it. The equipment of special rooms (laboratories, shops, cafeterias, stages, gymnasiums, multipurpose rooms) appears in multiplicity. But there is little application of new teaching theories for mathematics, science, or languages (although there were one or two tentative language laboratories), or of the problems of originating television programs within the schools. As usual, the kitchens were better equipped than many commercial establishments, and most—though not all—dining areas were predicated on the gulp-and-go theory of mass feeding.

Another modern phenomenon has begun to appear: the independent structure for administration and maintenance of large school systems. There were not many examples, but what there were may augur a trend. For the most part these were pleasant buildings, containing offices, meeting rooms, shop and loft space, perhaps a bus garage, with little more than exterior lettering to identify them with education.

Form and Esthetics If too many schools are too cheap, at least architects have used color and form to make them palatable. Color costs little; brilliant primaries and subdued pastels, inside and out, introduce a gaiety that was formerly unheard of. It contributes much to the pride and affection which the best new schools inspire.

EVIDENT ALSO was considerable effort to enhance the forms of the rather small structures involved, and to give them architectural validity. Roofs, for example, vary from flat, peaked, and ridged, to even a sort of pleated concrete slab called a "folded plate." The plans of the four-room cottages were likewise varied: square, rectangular, circular, even an octagon containing four classrooms, each of which had five sides. Sometimes this reliance on geometry achieved pleasant results, sometimes it looked strained and distorted.

And all this virtuosity with materials, equipment, form, and color produced little that could be called really good architecture, less that approached greatness. It is common to blame the insistence on economy for this. However, might the true reason lie deeper, in the current propensity to accept the self-contained elementary classroom, administrative requirements, the ultra-comprehensive comprehensive high school, not only as standards but as the best *possible* standards? The architect may group the units pleasantly on a hill, under lovely trees, around handsome and useful courts, under roofs of daring form; but the basic stimulus to superb architecture is lacking. Can his genius make a silk purse from a sow's ear? ●

Mr. Lopez personally inspected most of the award-winning schools in the competition. He is a former senior editor of **Architectural Record** and school-college plant consultant with Engelhardt, Engelhardt, Leggett & Cornell.

Honor Roll of Architects

Contestants in the Ninth Annual Competition for Better School Design

Warren H. Ashley, West Hartford, Conn. Senior H. S., No. Kingstown, R. I.

Balch-Hutchason-Perkins, Los Angeles. Fontana, Calif., H. S. Addition.

Charles L. Barber & Associates, Toledo, Ohio. Elizabeth Wilcox Elem. School, North Ridgeville, Ohio.

Barrows, Parks, Morin, Hall & Brennan, Rochester, N. Y. East Rochester, N. Y., H. S.

Bernard & Bernard, New Orleans. Mary Dora Coghill Elem. School, New Orleans.

Carl R. Blanchard Jr., New Haven, Conn. College Memorial Union, New Haven.

Bodman & Murrell & Smith, Baton Rouge, La. Broadmoor Jr.-Sr. H. S., Baton Rouge.

L. L. Brasfield, Meridian, Miss. Northwest Jr. High & Elem. School, Meridian.

Kenneth W. Brooks, Spokane, Wash. Wilbur, Wash., School.

C. W. Buckley Inc., Worcester, Mass. Forest Grove Jr. H. S., Worcester; and Haberlin Hall, Chem. & Physics Bldg., College of the Holy Cross, Worcester.

Bull & Kenney, Atlanta, Ga. Addition to Robert L. Craddock Elem. School, Atlanta.

Ralph H. Burkhard, Seattle. Health & P. E. Bldg., Central Wash. College of Education., Ellensburg, Wash.

Butler-Kimmel Co., Lubbock, Tex. Office & Classroom Bldg., Lubbock.

Cantin & Cantin, Oakland, Calif. Gallinia Elem. School, San Rafael, Calif.

Chester L. Carjola & Frank L. Greer Assoc. Santa Barbara, Calif. San Marcos H. S., Santa Barbara.

Caudill, Rowlett & Scott, Houston, Tex. Paul L. Dunbar Elem. School, Gary, Ind.; and St. Joseph's Academy, Brownsville, Tex.

R. B. Clopton, Meridian, Miss. West End Elem. School, Meridian.

William J. Connor & Associates, Harvey, Ill. Stony Creek School, Alsip, Ill.

Gordon Cornwell, Traverse City, Mich. Traverse City, Mich., Sr. H. S.

Culler, Gale, Martell & Norris, Spokane, Wash. Pendleton, Ore., H. S.

Curtis & Davis & Associated Architects & Engineers, New Orleans. George Washington Carver Jr.-Sr. H. S. & Helen Edwards Elem. School (one plant), New Orleans.

Henry B. Dagit & Sons, Philadelphia. Auditorium, Cafeteria & Classroom Bldg., St. Benedict's Prep School, Newark, N. J.

Daniel, Mann, Johnson & Mendenhall, Los Angeles. Rossmoor School, Los Alimitos, Calif.

J. & G. Daverman Co., Grand Rapids, Mich. Spring Lake, Mich., Jr. H. S.

Davis, Cochran & Miller, New Haven, Conn. Cedar Lake School, North Branford, Conn.

de Young, Moscowitz & Rosenberg, N.Y.C. Fashion Institute of Technology, N.Y.C.

Ekdahl, Davis & Depew, Topeka, Kans. Topeka, Kans., West H. S.

H. F. Everett & Associates, Allentown, Pa. Parkway Manor-Calvin S. Frankenfeld, Allentown; and Catasauqua, Pa., H. S.

Faragher & Macomber, Rochester, N. Y. East H. S., Rochester; and Greece, N. Y., Olympia H. S.

Ferguson, Stevens, Mallory & Pearl, Albuquerque, N. Mex. Madison Jr. H. S., Albuquerque.

Flatow, Moore, Bryan, & Fairburn, Albuquerque, N. Mex. Acoma Elem. School, Albuquerque.

Foley/Hackler/Thompson/Lee, Peoria, Ill. Warren School Community Unit, Monmouth, Ill.

Woodie Garber & Assoc., Cincinnati, Ohio. Swifton Primary School, Cincinnati.

Howard Leonard Glazer, Portland, Ore. Central Linn H. S., Halsey, Ore.

Gomon & Associates, Daytona Beach, Fla. Daytona Beach, Fla., Jr. College.

Jules Gregory, Lambertville, N. J. Addition to New Hope-Solebury School, Solebury, Pa.

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They Kept A Ten-Year Promise

By Zeno B. Katterle
and Del Peterson

THE BELLEVUE, WASHINGTON story is a classic example of a community's all-out effort to make long-range plans for its schools. The story proves what has often been guessed: citizens will work harder to carry out ambitious educational commitments if they have a part in making them.

Bellevue's school-community planning program was developed during the school year 1950–51 by more than 300 citizens, teachers, and administrators. That year the Bellevue Citizens School Advisory Council published *The Bellevue Story—A Community Plans for Its Schools.* The community used the *Story* as a guide through the decade that followed—a period that saw the school enrollment *quintupled.* Written when Bellevue was midway in a population zoom that jumped from 4,500 in 1940 to 40,000 in 1959, the *Story* devised plans for a saturation population of 107,000. Bellevue's pupils numbered 800 in 1940; 2,000 in 1950; 10,000 in 1959, and are expected to reach 21,000 by 1968. The long-range planners, therefore, sighted an eventual need of 21 elementary schools, six junior high schools, and three senior high schools.

ARMED WITH THE facts, they made recommendations on administrative organization for the Bellevue school system, on an educational program, on school construction, on community use of school facilities, and on financial projections and support.

This 1951 plan was based on an evaluation directed by Zeno Katterle, dean of Washington State University's School of Education. Last year, Bellevue's Board of Education again turned to the college with a new request: "Evaluate the progress we've made and project our plan for the next decade." Two internes from the college were assigned to this job. They found that Bellevue had indeed been converting plans into action:

1. *Administrative Organization.* To guarantee an informed community voice in school affairs (their prime goal) the planning group established the Citizens School Advisory Council, with its own written constitution. They wrote an administrative code and drafted a line-staff chart with job descriptions. Since then the relationship among the professional staff, the school board, and the Council has been harmonious and productive because it is well understood. The Council advises the board. The board, in turn, welcomes the Council's recommendations and research. Superintendent George Brain has put his view on record: "My relationship to the Citizens Council is that of educational consultant and coordinator; but not one of domination." The board, Council, and superintendent operate within the original line-staff relationships.

Another policy recommended in 1950 was that "the school district should do its future planning with a

K-6-3-3 plan in mind." At that time the five buildings were a hodge-podge of K-6, 1–6, 1-4, 6-12. Now, the nine elementary schools have grades K-6, two junior highs grades 7–9, and the high school grades 10–12.

Personnel standards recommended in 1950 (following those recorded by the AASA in its 24th Yearbook, *School Boards in Action*) have nearly been met. The board has multilithed a 167-page document describing the duties and responsibilities of all Bellevue school employees, fulfilling the recommendation that "policies on selection, promotion, and dismissal must be defined in writing."

2. *Educational Program.* The recommendation to upgrade the guidance program is most significant. It has been partially fulfilled: the schools now have a comprehensive testing program, they follow up high school graduates, make more use of cumulative records, and have increased the guidance staff.

The district has developed and published many guides —testimony that the curriculum has been under continuous study. Audio-visual and library services have also been expanded according to the plan.

BELIEVING THAT a teacher's efforts may be wasted if his classroom is overloaded, the planners took up the problem of pupil-teacher ratio. When they wrote the *Story,* the ratio of elementary pupils to teachers was 35–1. Seven years later it was down to 30–1.

3. *School Construction.* Predictions of population—and enrollment—growth became a logical guide for acquiring building sites ahead of need, and ahead of rising property costs. The district has acquired 410 acres for school sites since the origin of the plan. Total expenditure for school buildings between 1950 and 1958 was $9½ million. This advance planning has kept the rapidly growing district free of half-day sessions.

4. *Community Use of Facilities.* The long-range planners believe the educational plant should be a center for its neighborhood; they suggest that every dollar invested in school facilities pay returns in use to the taxpayer. By careful planning, Bellevue's new buildings serve both the formal school program and the adult educational and recreational program. Each year nearly 700 adults go back to school to learn typing or landscape design or to firm up muscles on the basketball court; about 250 groups and agencies schedule activities in the buildings each year.

5. *Financial Projections and Support.* Here's the proof of the pudding. *All special levies and bonds since September, 1950, have carried by a substantial margin.* Twelve times since the Citizens School Advisory Council was formed that year, Bellevue citizens have gone to the polls to voluntarily increase their school taxes. They have voted about 7.5 mills per year in special levies for the general fund and 7 mills per year for the building fund.

THE LONG-RANGE financial plan was a constant guide in meeting the district's financial needs. When council members set out to solve financial problems, they became acquainted with the issues, essential to the appeal for public support.

The astounding success of school-community planning in Bellevue is more evidence that the most effective way to develop and carry out long-range plans is to bring school personnel and the public together on a planning team. With public participation comes public support.

The "plan for the next decade" is now underway. Proud of their success, wiser by a decade of experience, Bellevue citizens move confidently into the 60's. •

Although neither is a resident of Bellevue, the authors know the Bellevue story well. Dr. Katterle directed the community study and Dr. Peterson analyzed it in his doctoral dissertation. Katterle is dean of the School of Education at Washington State University, Pullman; Peterson recently joined the Central Washington College of Education, at Ellensburg, as associate professor.

Upkeep of a University City

RUNNING A CITY within a city—that's the job confronting Pennsylvania State University, or other large, rapidly expanding colleges and universities. Tucked away in the mountains of central Pennsylvania, the University is located in State College, a town of about fourteen-thousand population. Its vast campus is spread out over four-thousand acres and is inhabited by more than fifteen-thousand students.

Obviously, operation and maintenance problems are every bit as unpredictable and complex as those that could be encountered in thousands of American towns.

The University maintains its own roads (about three and a half miles of them and as many miles of driveways) and seventeen miles of sidewalks. It has its own police force. It operates its own power plant, where steam is produced for heat and where half the electricity used on campus is generated, its own telephone system, water system, and sewage disposal plant (which also serves State College).

In addition to these "municipal" operations, the University runs dormitories, dining halls, athletic areas, and classroom, laboratory, and office facilities.

Maintenance of such a complex organization takes a talent for detail and the ability to anticipate trouble. For no matter how carefully the maintenance program has been laid out, unexpected difficulties invariably arise.

A crew of 425 full-time workers—supplemented by another 100 seasonal personnel—sees to the physical plant's operation and maintenance. These and other programs in housing, food service, personnel services, and purchasing come under the direction of A. E. Diem, vice president for business administration. Physical plant departments are supervised by W. H. Wiegand, director of physical plant planning and construction, and H. L. Yeagley, director of maintenance and utilities. Their problems are complicated by the University's rapid expansion, but an inspection of the grounds and buildings shows that they are handling their responsibilities with far-sighted ingenuity.

Penn State U. photos

Penn State's campus at 30-year intervals: in 1900 (the era of college hayrides) there were 2,000 students; today enrollment is up to 15,000 and cars no longer drive through the central mall, as they did in the 1930's. The maintenance staff now numbers 425.

The recent change in construction materials, for example, had repercussions in the maintenance department. As the University grew in size over the years, Wiegand explains, a maintenance crew of specialists in different trades was built up. But the big change in building materials required new men equipped to handle the new products.

In the modern buildings, Wiegand said, plasterers and carpenters just aren't needed. Referring to the new

Military Science Building, he said: "We couldn't find these men two hours of work in that building if we looked for it."

Ten years ago, he said, they didn't have enough tile work to keep one man busy. "Now we have a whole crew working on formica, asphalt tile, and terrazzo." Similarly, the use of concrete blocks and ceramic surfaces on interior walls has done away with the need for plastering.

The new materials used in recent construction, along with the conventional materials used until a few years ago, have created a need for more flexibility among the workers, Wiegand said. "The trend is definitely away from specialists."

Yeagley, too, prefers to employ general maintenance men wherever possible to obtain the greatest amount of flexibility.

If the change in building materials has caused personnel problems, it has also brought with it one advantage that far outweighs the problem. With new materials, school planners are designing easy-to-maintain structures which over a period of years are expected to cut routine custodial care to the bone.

Cost-cutting devices

Recurring janitorial costs are an expensive item in the University's operating budget. In spite of all efficiency studies, these still claim a large portion of the budget, according to Yeagley, who constantly looks for ways to reduce costs. He claims that, whatever its initial expense, a building would be a money-saver if its walls and ceilings did not require scrubbing or its floors, washing and filling.

Penn State uses cinder block, for example, both structurally and as a finished wall. "This low-cost material is happily a low-cost maintenance material," Wiegand points out. The blocks can be readily painted, they seldom need cleaning, and their surface has good acoustical properties.

Wiegand has a fast technique for painting porous surfaces. "We use rollers," he said, "with little hairs or whiskers which reach into the pores." It had been almost impossible to

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Maintenance (continued)

paint cinder block with a roller, and brush methods had proved slow and expensive.

Corridors and interior walls are no longer plaster-coated tile, which required constant washing, patching, and painting. Bright, easy-to-clean, scuff-proof ceramic tile, or cinder block, is now used.

Aluminum sashes have replaced the former wood and steel window frames, eliminating the need for painting and practically doing away with all maintenance.

Asphalt and vinyl tile are now used almost exclusively for floor covering. Woodwork has practically disappeared from the newer buildings. Requiring heavy maintenance, both for floors and trim, it has been replaced by ceramics and plastics.

Ceilings are built of acoustical materials suspended in units from a framework, allowing space for concealed pipes and electrical lines overhead.

Exterior walls also utilize concrete blocks and other pre-fabricated materials. The new 600-foot-long engineering building, for instance, is of skin-wall construction—aluminum panels hung on the building framework.

Plan for low maintenance

Along with the almost exclusive use of long-life, low-maintenance materials, Wiegand insists on flexibility in the design of newer buildings. Large classrooms, for example, are fitted with folding partitions which can divide the area into two or three small rooms.

Facilities for closed-circuit television are built into new buildings. Empty conduits are run from floor to floor so that walls and floors won't have to be drilled through for cables in the future. Television control rooms and originating rooms are also included in the buildings. This is all part of the University's emphasis on design flexibility.

But low-maintenance materials and long-range planning are not enough to counter the sheer weight of new buildings and the steady influx of students. The maintenance

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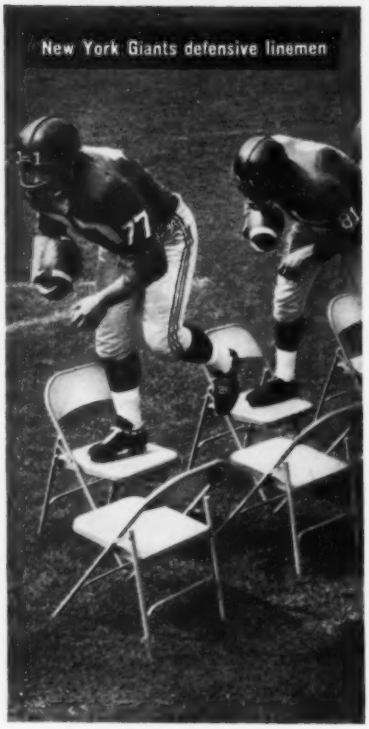

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budget has been increased and the staff has been enlarged, but hardly enough to keep abreast of expanding responsibilities.

"The only way we've been able to offset some of these shortages," says Charles A. Lamm, head of building maintenance, "is to adopt more efficient methods and new equipment." In the newer buildings, with thousands of square feet of floor area to be cleaned and cared for, this means large, maneuverable equipment. In the new block-long engineering building, a floor-cleaning machine will replace a three-man crew for sweeping and vacuuming. The machine can strip down plastic and resin coatings to bare floor before applying a new coating and will be a tremendous work saver, Lamm believes.

Shades of Dick Tracy: Penn State's maintenance men are literally within a few minutes of any trouble that may develop on even the remotest reaches of the 4,000-acre campus. Each key staff worker carries a pocket radio receiver (about the size of an electric razor) tuned in to the campus phone system. In case of an emergency, any worker can be contacted instantaneously from the campus switchboard.

Receivers are carried by all supervisory personnel, plumbers, electricians, locksmiths, and heating and refrigeration experts.

The University is adopting a faster method of spray painting that eliminates the troublemaker—air—which used to fog up the whole area with excess paint. Paint is forced through a gun by considerably higher pressure that eliminates air from the spray. Lamm says this method is "cheaper and faster" and enables the department to maintain high standards of appearance.

Penn State's window washing crews now keep their feet on the ground. With water hoses attached to long-handled brushes, the men can clean windows as high as 40 feet. Aside from the safety factor—no longer do men clamber out on lofty ledges and hang by safety belts—it speeds up the big job of washing the hundreds of windows in some of the modern campus buildings.

Efforts to mechanize maintenance have even spread to rubbish collection. Because present methods "cost too much and take too long," Lamm plans to spot large containers around the campus where refuse will be held until collected. The equipment itself would lift the containers, empty them, and compress the refuse.

New campus facilities are constantly being built which require attention, but by long-range planning, low-maintenance materials, and time-saving techniques and equipment, the University is getting its huge maintenance job done—efficiently and quickly. ●

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The FABRI-FORM Company, BYESVILLE 4, OHIO

Multiple Choice On Teaching Machines

"SUCCESSFUL TEACHING by machines" is the resounding slogan in new promotional literature that overwhelms the educator at conventions, in his daily mail, and in professional reading. Some of the claims are undoubtedly valid; but does he know enough about this automatic teaching device to separate claims from facts?

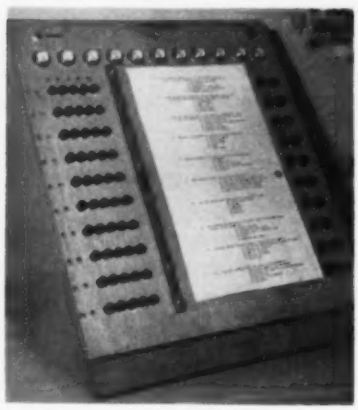
If he doesn't, he should; for chances are he will be approached this year with the suggestion to start "automating" the teaching process in at least some of his classrooms.

Just what is a teaching machine? Experts call it a device for automated self-study which, in small and easy steps, one question at a time, leads a student through the material to be learned. The typical machine occupies the space of a typewriter, works something like a combined calculator and vendor, and sports an array of knobs, dials, levers, windows, curtains, rollers, cartridges, light flashes, and sound clicks.

The mechanized classroom or laboratory consists of rows of compartments, each tabling a machine. Here the student sits in the privacy of his very own learning situation.

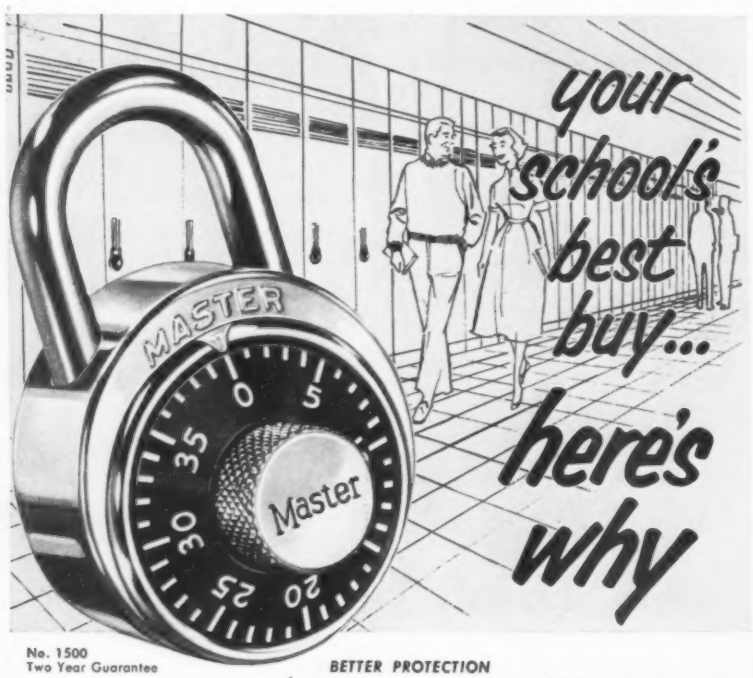
Arrangement of questions and answers, problems to be solved, or exercises to be performed is called "programming." The full set of questions covering the material, together with any supplementary pictures, graphs, or diagrams, is the program.

One program principle requires the student to recall the correct answer suggested by the text material, construct the answer, and write it down before he sees the correct response. Another principle requires him to find the correct answer from a multiple choice. The program material may merely tell the student whether he is right or wrong, or it may include an explanation for being right or wrong. A "vanishing principle," useful for memorization, presents a complete item (such as a poem) and then removes increas-



Quizzo, multiple-choice tester, was designed by a teacher, built by students in New York City high school.

Circle **OV-245** on reply card, last page



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Alexander Schure, of N. Y. Institute of Tech., at machine he designed to teach college-level physics and math.

ing portions of it until the student is able to reproduce the entire item without a prompt.

The principles behind all of the teaching machines represent a mechanization of the tutor-pupil relationship. In the words of one advertiser, it combines "the Cartesian idea of breaking down a problem to its smallest parts with the Socratic method of teaching through enlightened questioning."

Teaching machines are not to be confused with audio-visual media. According to A. A. Lumsdaine of the American Institute for Research, Pittsburgh, writing in *Audio-Visual Communication Review* (summer 1959), teaching machines differ from films and TV in three ways. First the student responds continuously and actively, with practice and testing of each step. Second, the machine informs the student promptly whether his response is correct, and allows him to correct his errors. Third, each student proceeds at his own rate.

A panel of psychologists at a recent meeting of educators insisted that the teaching machine is different from an "aid" because it involves the pupil in a total learning experience. Said one, "It is in fact a teacher in and of itself." An article in the newly-founded *Automated Teaching Bulletin* (Dec. 1959) affirms even more strongly that the teaching machine can automatically present information, examine, correct, explain, verify, and keep detailed progress records, and "perform all the stated functions as a controlled monitor with infinite patience and completely without bias."

Research aimed to verify such claims is underway at a number of institutions, including Earlham and Hamilton Colleges and Harvard, Indiana, Illinois, and Arizona State Universities, and under various commercial and military auspices. According to a report of the Fund for the Advancement of Education Committee on the Utilization of College Teaching Resources, the experiments suggest that effective learning can take place without the presence of the teacher who has initially planned the student's learning experience.

Should the machine be used for teaching? The fact that machines can be used for teaching merely poses more questions:

Will the machine fragmentize the student's knowledge and blank out the more complete pattern of his studies? Will it make him dependent on mechanized programming? Will

By Jay W. Stein of the Syracuse (N. Y.) University library staff.

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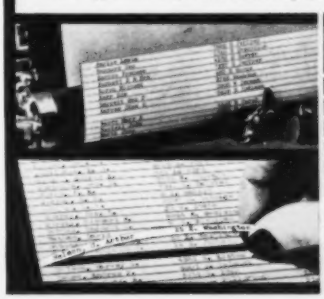

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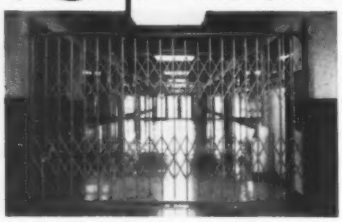

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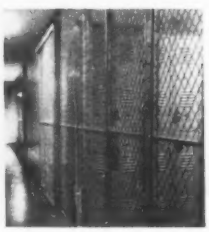

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Teaching Machines (continued)

it discourage his independent thinking and the formulation of his own questions? Will it eliminate appreciation for the humanizing warmth of "live" teaching? No machine has been devised which can give educational researchers the correct answers to *these* questions.

Educators have a new partner who is assuming new responsibilities in school and college leadership. This partner is the

CORPORATE CITIZEN

Business and industrial corporations are earmarking more energy and more money for education than ever before. *Now being prepared:* a report on *why* and *how* this is taking place. Soon to be published in

OVERVIEW

Except for machine gadgetry and fanfare, one skeptic asks, is the student really receiving anything that he should not rather be receiving from a well-written book embodying Cartesian and Socratic principles of learning?

What about the cost of these machines? A salesman can easily demonstrate that a school or college will save thousands of dollars if it installs teaching machines. And with enrollments on the rise and teachers still in short supply, money for the experimental adoption of teaching machines may be fairly easy to obtain.

The fact that machines can teach and money is available for them provides significant impetus toward solving the teacher-shortage/rising-enrollment problem. Certainly experimentation should continue. But the urge to automate may become a pitfall unless "live" teachers and their administrators question every claim made for the "mechanical" teacher. This is the only way they can place automated teaching in meaningful perspective. Only then can promoters of teaching machines improve their devices so that they contribute to the progress of genuine education. •

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Two-hole kit (shown) **$13.90**

For binding office records, letters, work sheets, blueprints, scrapbooks, photos and papers of all types. So handy, so easy, so versatile . . . for office or home. Just insert pages and punch, then pick a colorful binding tube from the spin dial base, snap into place. In seconds you have a neat, orderly looking, colorful volume.

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200 Hudson St., N.Y.C., WO 6-3880

These young mothers, one of four groups in the Yale-Fairfield study of the use of teaching assistants, are briefed for their new classroom jobs.

A Community Studies Teacher Aides

FOR THE PAST five years, the citizens of Fairfield, Connecticut, have been experimenting with the use of teaching-assistants in their elementary schools.

Under the vigorous leadership of its director, Clyde M. Hill, retired chairman of the department of education of the Yale Graduate School, and Constance M. Burns of the Fairfield school system who coordinated all the field operation in Fairfield, the study made rapid progress.

Such an ambitious project was dependent from the beginning upon the cooperative effort of many groups. Yale University, the State Board of Education, the Fairfield School Board, the University of Bridgeport, Danbury Teachers College, parents, teachers, and administrators of the Fairfield community pooled their resources and the Yale-Fairfield Study was born.

Financial help was given by the Fund for the Advancement of Education, a responsibility which the Fairfield School District is assuming as each phase of the formal experiment is completed.

The Yale-Fairfield Study, although not the only one of its kind being carried on in America, stakes a claim for uniqueness because (1) it was meant to be more than a crash program to meet a crisis and is being made an integral part of the education organization of Fairfield, and (2) the purpose of the study was to investigate, not necessarily to promote, the use of teacher-assistants.

Although background research undertaken during its first year (1954–55) revealed a variety of ways to examine the use of teacher-assistants, the Study was limited to four projects, each of which required a different type of teaching-assistant:

Project 1. Five high school graduates of good personality and definite interest in children were selected from the 1955 high school graduating class to serve as assistants in several situations while participating in a 2-year training program designed for people who were interested in becoming proficient assistants but who were unlikely ever to qualify as teachers.

Project 2. Eight high school graduates were selected from the top level of the 1955 class to serve as assistants while pursuing their studies at the Danbury State Teachers College. These assistants worked in pairs, each spending one semester in college and

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Teacher Aides (continued)

the other semester working as an assistant in the Fairfield schools. While one member of the pair was in college the other member was working as an assistant. During the summer both carried a full program at the college.

Project 3. Eight young mothers who were liberal arts college graduates were enrolled in a program which involved participation as assistants in the schools as well as professional study. All of them expected to take full-time teaching assignments when they had qualified for certificates at the end of the 3-year period.

Project 4. In conjunction with the PTA a plan of selection, training and certifying (unofficially) of volunteer workers for the schools is being carried out. Persons so certified will be given badges of authority and will be available for service in the schools much as the Gray Ladies serve in the hospitals.

The first three of these projects have been completed and are described in detail in reports available from the Yale-Fairfield Study, 2164 Yale Station, New Haven, Connecticut. The fourth and final phase of the study will be completed later this year.

While these projects were being carried on, the cooperating teachers assigned duties to their assistants on the basis of the needs and opportunities of their own teaching assignments.

Assistants were called upon to relieve the teacher of clerical and housekeeping types of work, to help with supervision of pupils both in and out of the classroom and, in some cases, to provide individual instruction for students needing special attention. In no case was a clear line of separation drawn between instructional and noninstructional duties as all teachers retained certain of the clerical tasks for themselves.

The administrators are in agreement that the Study has been a real impetus toward professionalizing the entire staff. Superintendent of Schools Bill Edgar commented that "involvement in the Yale-Fairfield Study has kept the staff on its professional toes, and has done much to raise the sights of the administrators of the Fairfield schools." The observable result is a new spirit of adventure concerning education.

The teaching staffs also were touched by the wand of positive reaction. Elementary teachers in any of the cooperating schools paint glowing word pictures of the Study. Relief from what they consider to be irrelevant, routine tasks of classroom management is a welcome ingredient which the Study has put into the teaching recipe. The elementary teachers see the job of working with large classes being reduced to a task of manageable size through the use of teaching-assistants. Furthermore, in-service training programs have taken on new life and direction. Communication between teachers, administrators and lay citizens is better than ever before.

Any experiment in schools must ultimately be evaluated in terms of what it does to students. Project I of the Yale-Fairfield Study "passed the tests." In this case the tests were part of the comprehensive testing program of the Fairfield schools and covered readiness, achievement, and social adjustment. Analysis of the various test results indicates that the progress of the experimental group generally was greater in reading, spelling, English and grammar, arithmetic, social studies and science; and that work habits of students were significantly better in experimental than in control groups.

John Howell, assistant director of the Study, is quick to point out that the differences in achievement are not statistically significant but that the important consideration is that the interests of pupils were not harmed in any way because of the Study.

The positive results of the Study are reflected in an overwhelming endorsement by the public in general and in the high quality relationships which have developed among the cooperating agencies and the Fairfield community. ●

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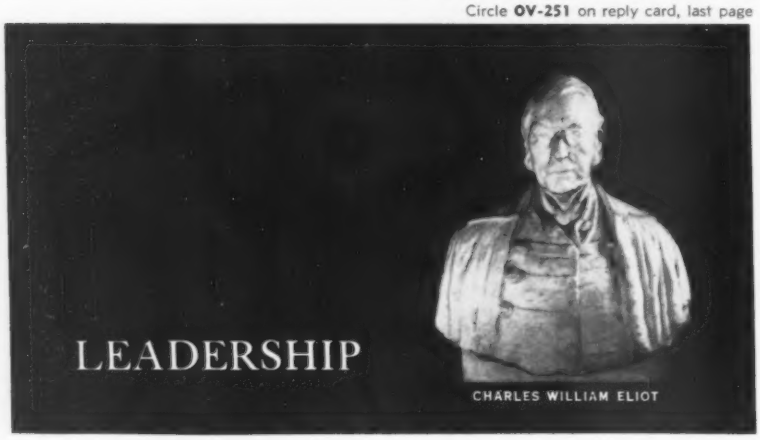

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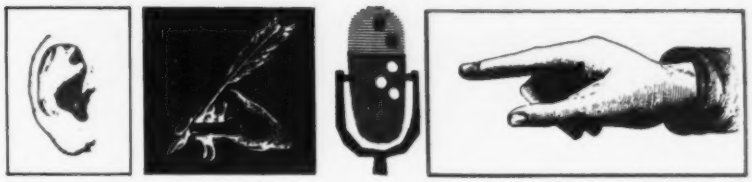

"Re: Your Gifted Child"

WHILE WE are responsible for identifying the academically talented students in our schools, let's not bypass help from the home front. Parents, too, have a stake in the academic careers of their youngsters. If we enlist their help we can do a better job of encouraging students to look beyond credits, which many collect (as their parents do green trading stamps) until they have enough to exchange for a diploma.

At Griffith High School we solicit the help of parents directly. This is part of our stepped-up program to identify and stimulate the academically talented (the program also employs classroom reorganization, counseling services, extracurricular activities, honor society competition, and a fair amount of publicity).

Using the test of general intelligence and the Iowa Tests of Educational Development, our school counselors identify those freshmen with academic promise. Then we send to their parents the following letter and questions:

Dear Parent:

Griffith High School through its counseling services has endeavored to identify the academically talented students in our high school who possess the ability to profit from a demanding academic program and who should seriously consider preparation for college. Our next step is to acquaint the student, his parents, and his teachers of the promise which the student shows.

As you have probably guessed, your son (daughter) shows superior aptitude for school work. Attached to this letter is a list of questions which may help you to promote effectively your child's academic potentialities.

Above all, encourage him to do his best, praise his best efforts, and keep in mind that he will develop in his own way, with your guidance and understanding always playing a significant role.

Questions:

1. Do I by my actions and encouragement promote in my child a respect for learning for its own sake?

2. Do I help him select worthwhile reading materials and TV programs?

3. Do I provide hobby materials and books?

4. Do I provide places where he can study and work at his hobbies?

5. Do I take him to museums, plays and operas?

6. Do I help him make his own plans and decisions?

7. Do I give him increasing independence as his ability to handle responsibility increases?

8. Do I avoid overstressing intellectual achievement?

9. Do I avoid pushing him by not being demanding about after-school lessons or activities?

10. Do I resist the impulse to show him off?

11. Do I resist any temptation to exploit him?

12. Do I teach him to use his gifts for the benefit of society, rather than only for himself?

13. Do I encourage him to set high educational and vocational goals?

14. Do I refrain from trying to pick his vocation for him, but try to help him learn about as many occupations as possible?

15. Do my expressions of attitude and my behavior set examples which I want him to follow?

Then during the year, as students are placed on the honor roll, we send their parents a personal letter (the honor is not news to them; students receive newspaper coverage each time they make the honor roll). This letter reads:

Dear Parent:

Your son (daughter) has combined two important qualities—the ability and the desire to achieve academic success. Maintaining a straight "A" average in our high school is a noteworthy accomplishment, and we wish to convey our congratulations to you.

Forty percent of the academically talented youth of our country do not attend college. Let's hope that your child is not one of them.

As each student plans his class schedule he confers with one of the counselors who advises on the basis of the student's test scores, past performance, interests, and aspirations. Parents are then notified by postcard of their youngster's program and are invited to visit the school if they wish to discuss it further. ●

By Edwin M. Bridges, assistant principal of Griffith, Indiana, High School, and a principal friend of many parents.

School and college faculties need better

COMMUNICATION

To smooth over the periods of student

TRANSITION

And this calls for better school-community

COOPERATION

Read Helen Cooke's account of the Nanuet

SOLUTION

In the July issue of

OVERVIEW

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Finest quality seating value per dollar expenditure! Strong, rigid, durable, extra roomy and comfortable, it features electrically seam-welded tubular steel frame; built up vertical frame spacers for added strength and seat support, non-tipping Y-type design; and a choice of steel, contour-moulded wood veneer, or foam rubber cushioned and upholstered seat models.

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Multipurpose chair with many uses. Tablet arm is rigidly secured to tubular steel support which automatically raises or lowers when chair is opened or closed. 7-Ply tablet arm comes with a natural birch or maple lacquer finished face (No. 101-TA) or with a tan birch plastic-laminate face (No. 101-TAP). Chair is our popular non-tippable No. 101. Folding mechanism is safety designed thru-out.

No. 101-TA

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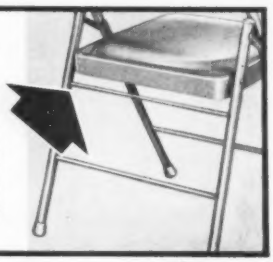
—quality tubular steel seating at low cost . . .

Few chairs offer so much for so little! Construction features heavy-gauge tubular steel frame with tubular cross-braces; extra large seat and a deep, curved, correct postured backrest; and, non-marring Super Dylan feet over steel dome gliders. This low cost chair features one-motion opening and closing and folds flat to frame thickness for compact storage. All steel, wood veneer, or upholstered seat models.

No. 901-E

NEW—added cross-brace increases STRUCTURAL RIGIDITY

Krueger chairs have always been noted for their exceptional strength and rigidity. Now, for additional structural durability and longer life we have added another frame cross-brace to the rear legs of all these chairs at no extra cost!



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Square or curved nose.
Black or marbleized colors—
Red, Green, Gray, Mahogany, Walnut, Beige, Black.

These high quality treads are 3/16" thick, through the design, and full 12" deep. Standard size lengths in stock are: 24", 30", 36", 42", 48", 60", 72". They are readily trimmed to exact step size and easily installed on wood, metal, marble, or terrazzo steps.

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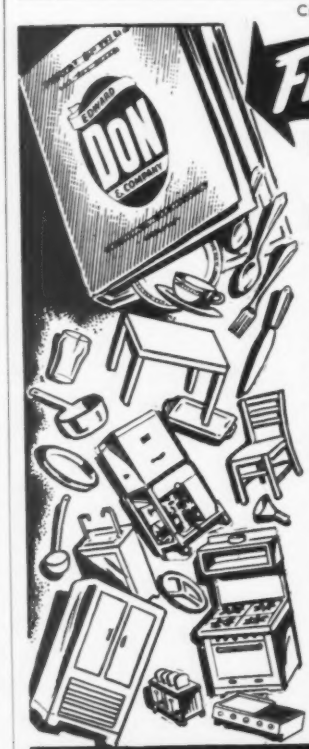

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NEWS ROUND-UP

Salaries Up—Tuition Down

Canada's McGill University has accomplished what many American institutions can't: it will increase faculty salaries and cut student fees across the board for 1960–61.

The cut in fees varies according to course of study, but students may save as much as $175 a year.

McGill hopes to increase salaries of all full-time faculty members by 12½ percent, which would make $11,500 the minimum for a professor; $8,500 for an associate professor; $6,500 for an assistant professor; and $5,000 for a lecturer.

Substantial increase in Provincial aid has made the action possible.

No-Degree College

An education program for professionals not primarily interested in further degrees has been established at Columbia University Teachers College.

The program is for personnel in administration, curriculum, finance, business operations, instruction, guidance, and subject-matter fields. Such non-school programs as rehabilitation, industry welfare, and recreation will be arranged by the college.

Columbia also plans activities for school board members and other laymen.

Two types of programs will be sponsored—those initiated by Columbia to meet needs expressed by national leaders, and those requested by institutions and organizations for improvement of their executives and staffs.

Prof. Norton L. Beach, executive officer of the program, explained, "We were convinced that the needs of the man on the job could no longer be overlooked in our preoccupation with the man preparing for his first job."

Predict Teacher Shortage Will Reach 230,000

The national shortage of qualified teachers will be with us next year, according to the National Education Association's thirteenth annual report on teacher supply and demand in public schools.

While the class of 1960 will produce 129,295 teachers (an 8.3 percent increase over last year), only 95,000 will actually enter classrooms.

Ideally, the NEA reports, 230,000 new teachers would be needed next fall: to replace 110,000 teachers leaving the profession and 40,000 not fully qualified to teach, 30,000 because of increased enrollments, 30,000 to reduce overcrowding, and 20,000 for services which are not now provided.

In the new crop of prospective teachers, those prepared to teach in high schools far outnumber those prepared for elementary school teaching (almost two to one). Since there are eight elementary teaching positions for every five in high schools, the shortage of elementary teachers will become more acute. Shortages of science, mathematics, foreign language, English, and commerce teachers will be somewhat alleviated.

In another specialized field, the shortage of new teachers of the deaf continues to worsen. About five hundred new teachers qualified in this area are needed each year. Only one-hundred-fifty are graduating.

To help offset this situation, Fontbonne College in St. Louis will offer a bachelor of arts degree with a major in teaching of the deaf. The program will be carried on with St. Joseph's Institute for the Deaf in University City, Mo.

Fontbonne will be the only Catholic college west of the Mississippi with a teacher training program for the deaf and one of the few U. S. colleges offering a degree program using a completely oral method (that is, teaching the deaf to speak).

U.S. Higher Education In Worldwide Role

Bold opinions about America's responsibility to help foreign students were cogently expressed this past month.

"No other investment will bring such a high return," said economist Simon Rottenberg at the May Conference on World Tensions at the University of Chicago.

"This suggests that the primary cause of poverty in the poor countries is the relatively small investment which they have made in the production and distribution of useful knowledge," Rottenberg said. "It also suggests that the strategy most appropriate for increasing income and for closing the income gap among countries is that which will distribute knowledge more equally."

Wide World

Sen. Long: Mind over missile.

Earlier in the month, the Democratic Foreign Policy Advisory Committee advocated that the U. S. finance 500,000 foreign students a year in American colleges. The view

was presented in a pamphlet entitled, "A Policy for the West Towards Underdeveloped Countries."

The thirty-man group is headed by Dean Acheson, Secretary of State in the Truman administration.

The 500,000 figure would be roughly ten times the number helped under existing programs. Present foreign student enrollment in this country has been estimated at between 46,000 and 50,000 by the Institute of International Education.

The committee said that "expenditures of American tax dollars for this purpose in our own institutions of higher learning, where the quality of educational offerings is known to be consistently high, would be far more effective dollar-for-dollar than the same amount turned over to other governments for the same purpose."

The Democratic proposal coincides with renewed efforts to establish a Center for Cultural and Technical Interchange between East and West at the University of Hawaii. The plan has been receiving consideration since April, 1959, when Senate Majority Leader Lyndon Johnson called for establishment of an international university as "a meeting place for East and West."

Although Congress approved setting up such a center last year, lack of funds has prevented any action from being taken. Last month, Sen. Oren E. Long (D-Hawaii) re-introduced legislation in the Senate for the establishment and financing of the Center.

Provisions would be made for 2,000 students in two major divisions:

- An international training center to offer technical on-the-job and in-service instruction in a wide variety of work skills.
- An international college where foreign and American students would study the history, institutions, and problems of foreign nations.

A State Department report earlier this year indicated that more money is needed than Hawaii can provide. To cover initial construction expenses, operating expenses, scholarships for 225 Asian and 75 American students, and other grants, State thought $8.3 million was needed.

Underlining his proposal, Sen. Long said: "Mutual understanding —the keystone for peace—is born, not in the arsenals of hydrogen bombs, but in the minds of men. This thrilling adventure, at a fraction of what we are spending for a single intercontinental bomber or missile, is an investment which for the sake of future generations, we cannot afford not to make."

Meanwhile, existing American educational assistance programs have been criticized in an independent survey conducted by two academicians. They charge haphazard planning, second-rate personnel, and lack of continuity are damaging many programs undertaken by U. S. universities.

The survey, "Is the World Our Campus?", was conducted by Walter Adams, professor of economics at Michigan State University, and John A. Garraty, associate professor of history at Columbia University.

Their report attacks inept leadership, lack of understanding of foreign needs, and unnecessary junketeering. Although Adams considers university-sponsored technical assistance more important than ever, he believes too many American academic representatives abroad are corrupted by the effect of sudden affluence and personal prestige.

Special Pre-Convention Report:

THE CANDIDATES SPEAK ON EDUCATION

Next month read what the leading Presidential aspirants of both parties say about

Foreign Aid to Education

Desegregation

Scholarships

Educational Standards

Public vs. Private School Aid

Taxes . . . Buildings . . . Salaries

Plus an exclusive round-up of gubernatorial elections, gathered by top newsmen in key state capitols. Before you make up your mind, read the big July issue of

OVERVIEW

Detaching the Strings

Narrowly limited scholarships which go unclaimed each year because students who meet the specifications cannot be found are a growing nuisance to U. S. colleges. On one hand, unused scholarship funds are tied up; on the other, qualified students are unable to get needed scholarships.

Amherst College recently refused to accept a bequest which would have set up a $50,000 scholarship loan fund because it contained the religious qualifications "Protestant" and "gentile."

A Newark, N. J., judge upheld a suit filed by the executor of the estate and struck the objectionable words from the will. Several other stipulations of the trust were permitted to stand: recipients must be American by birth and should not smoke, drink, or gamble.

Costly Groves Of Academe

Sixty-three percent of all high school students expect to attend college, but only 22 percent will have enough money on hand to meet college expenses.

The figures were uncovered by the Institute of Student Opinion, a 135-school poll sponsored by Scholastic Magazines.

(However, a recent Department of Commerce check revealed only two-thirds of high school seniors living on farms plan to attend college.)

Of the 1so students heading for college, only 35.5 percent expect to have enough money—from savings or family—to cover expenses. The rest are reasonably sure they will *not* have enough money: four out of five

plan on summer or part-time work; 24 percent hope to get scholarships; 7.5 percent plan on college loans.

Meanwhile colleges continue to be flooded with applications for the fall term. Prestige schools have more applications than they can handle.

Harvard reports it will admit 1,175 students into the freshman class—500 fewer than last year. However, the admissions office has received 5,200 applications—900 *more* than last year.

With the increase in applicants has been a sharp rise in scholarship requests. The figure is now about 50 percent and has forced Harvard to refuse aid to more students than ever before.

Meanwhile, Hans Rosenhaupt, director of the Woodrow Wilson National Fellowship Foundation, reaffirms that education of high quality can be obtained at other than prestige colleges. It's unfortunate, he says, that some parents seem convinced that a bright student can develop fully only at one of the best-known institutions.

Rosenhaupt says that successful candidates for highly selective, competitive Woodrow Wilson fellowships have come from five-hundred-sixty colleges.

Birth Watching

The birth rate continues its puzzling decline, dropping nearly 5 percent, or roughly 23.2 births per thousand Americans. "Beginning in September, 1959," reports the National Office of Vital Statistics, "the number of births has been lower each month than corresponding figures for the previous year, with the exception of November when the number of births was about the same."

So far, the trend is only roughly recognized, the figures constituting a "crude" rather than a "true" rate of decrease. Whether or not this is to be a long-term phenomenon is also in question; yet, the six-month survey does show enough to disturb the statisticians.

The Office totaled up another set of figures—the rate of marriages per thousand population—and there they see some light. The number of marriages for February, 1960, jumped 15.4 percent above the number for February, 1959, which was 105,000. Over the six-month period, the general marriage rate rose almost 9 percent to 7.4 per thousand population. Long-range predictions place marriages in the under-25 group as half again the present rate by 1970.

(Another governmental agency, however, may solve the whole problem in a radically different way. The National Institute of Health is on the track of analyzing and eventually synthesizing protein—the chemical basis of life.)

Clever Caption

Hat's off to James Mailander of Yucca Elementary School in Albuquerque, N. Mex., for submitting the winning caption, below, in the *Scholastic Teacher* cartoon caption contest.

Ben Roth Agency

"No 'overview'? No 'objectives'? Who planned this cruise?"

We agree, Mr. Mailander. You need OVERVIEW all summer long.

Degrees for Tech Sales

Chemical process industries will recruit more 1960 college graduates for sales trainee positions than at any time since 1957, reports *Chemical Week*.

Starting salaries are at an all-time high. A new salesman will get up to $550 a month if he has a bachelors degree, higher if he has a graduate degree.

Companies which had employed non-technically trained men for chemical sales jobs are dissatisfied with the growth potential of these men.

Wanted: Doctors

The high cost of a medical education has been scaring top students into other professions. Schools of medicine are trying to stem the tide and induce more students to choose a medical career.

Northwestern University will cut two years off its pre-medical program starting this fall to reduce the cost of medical education by 25 percent.

University of Chicago is urging high school students to consider medical careers even if they are short of funds.

University of South Dakota Medical School is seeking contacts with high school students "to dispel the erroneous idea that it takes a mental genius to pass the course."

Safeguards

Action to curb "diploma mills," falsely representing themselves as accredited educational institutions, was called for at the three-day annual meeting of the National University Extension Association.

Representatives of ninety leading public and private colleges engaged in adult and off-campus education urged passage of the resolution.

NUEA resolution urges corrective legislation to be enacted by both state and federal governments, "because these organizations are seriously damaging the reputation of this country in foreign lands."

It was agreed that NUEA and member institutions would cooperate with the State Department, Office of Education, and other federal agencies, "to promote the character and structure of the American educational system at home and abroad."

(See "Diploma Mills," page 29.)

Master's Planning

While talented high school graduates have been encouraged to attend college, little has been done to encourage talented college students to continue for an advanced degree.

However, capable students at Columbia College will now be able to complete a large part of their work

Learning is a pleasure here

When your architect designs with window walls of steel, you'll have the best looking school in the system.

Today's example is the Westwood, Mass., Senior High School. It combines beauty, function and economy. Window walls are thin, so there's more room inside. They went up quickly, so construction costs were reduced. See what steel window walls have done for the cafeteria, shown on the right. Pleasant sunlight bathes the interior. The continuous expanse of glass allows students to eat in pleasant, airy surroundings instead of yesterday's dark, interior cafeteria. Here is a simple, uncluttered design that has received high praise from visitors and students alike. Note, too, the auditorium in the background, a colorful blending of porcelain enameled steel with other building products.

Westwood High School is modern. It takes care of 500 pupils now, but the design allows for expansion to accommodate 400 more. It owes much of its functional beauty to steel . . . window walls and colorful porcelain enameled steel panels. These products can do the same for your next school. Write us for more information: United States Steel, 525 William Penn Place, Pittsburgh 30, Pennsylvania.

Architect: Coletti Bros., Boston, Mass.

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towards a master's degree (twenty-four points out of a requirement of thirty) while still undergraduates.

The college already gives almost a year of credit to superior students who have taken college-level courses in high school.

Exceptional women students from smaller and less well-known colleges will be able to earn Ph.D. degrees under a cooperative Scholars Program announced by Radcliffe and the Council for the Advancement of Small Colleges. The fellowships are made possible by a $155,000 gift from the Taconic Foundation of New York.

Starting in the fall of 1961, each fellowship will cover a three-year period of study. The third year may involve travel.

Because most CASC schools are not yet fully accredited, it is difficult for even their top students to attend high-ranking graduate schools. A second factor preventing many CASC students from doing graduate work is financial need. A majority work part-time to help meet expenses.

Civic Education Highlights NSBA

Too much emphasis on "individual fulfillment" and not enough on civic responsibility was the charge leveled against U. S. secondary schools by several speakers at the National School Boards Association convention in Chicago.

Keynoting the theme was Franklin Patterson, professor of civic education at Tufts University and author of the newly-published *High Schools for a Free Society*. "No one argues that using the high school to help individuals develop their talents and abilities is incorrect. But in a free society, men must be at once individuals *and citizens*."

He charged that social studies curricula in high schools provide "less than adequate treatment for today's pressing problems and barely touch on the lands that lie outside the Western world. The difficult and controversial areas of public affairs are avoided altogether in far too many classrooms. Economics gets short shrift. In most cases the findings of anthropology, social psychology, and sociology get little, if any, attention."

To help bring these problems into the open, Ralph Lazarus, chairman of the subcommittee on education of the Committee on Economic Development, recommended that educators and board members meet at least once a year "to consider the relation of the educational program to the needs of the community, the state, the nation, and the world in which we are seeking survival."

Errants and Truants

Handling of errant youth will be a good deal different in New York State as a result of seven new bills passed by the legislature and signed into law by Governor Rockefeller. The bills complete a chain of legislation aimed at curbing delinquency and expanding rehabilitation services. Among the features: a central probation service, new rehabilitation and parole facilities (including "half-way houses"), and the authority for courts to commit fifteen-year-olds to reformatories.

A quite different tack was taken by the Austrian parliament. Legislation, supported by all parties, gives judges the power to try and sentence parents of delinquent youths. This system has been tried informally in the U. S., but hasn't received legislative sanction.

Public Buses for Private Schools

Private and parochial school pupils in New York State will get the same free transportation as public school pupils get, thanks to legislation just approved by Governor Rockefeller.

Under previous school law, local districts could reject requests for public transportation for private and parochial pupils.

The new law will provide free bus transportation for pupils living more than two miles from school if they are in kindergarten through eighth grade, or for those living more than three miles away if they are in ninth through twelfth grade.

Effective in the 1961–62 school year, the law will make it unnecessary for parents of private or parochial school pupils to make a formal plea for free transportation at the annual meeting of a local school district.

Many parochial school parents have argued that their children were entitled to the transportation and that they should not be forced to plead for it as though it were a special favor.

Critics of the bill in Albany think it violates the constitutional separation of church and state by making transportation of parochial students mandatory rather than optional.

Television Schools

Educational television is changing the appearance of today's school plant by more than the addition of an antenna. To determine just what the changes are and how schools can best utilize the advantages that television offers, Educational Facilities Laboratories undertook a year's study. The findings are just published in its report, *Design for ETV*.

EFL commissioned industrial designer Dave Chapman to do the research in response to inquiries on the implications of TV for school design. Chapman set up a design team which fanned out over the country to observe schools and talk with educators and manufacturers.

The hundred-page report contains practical suggestions for design of equipment, furnishings, and school spaces, plus technical data on viewing angles and general learning conditions.

Chapman says the report is substantially diagnostic. It is neither an architectural nor an engineering manual, he says. "In verbal and visual sketch form we offer comments, recommendations, and suggestions to serve as a guide. You must put the notes in context with your particular school planning situation," Chapman cautions.

Above all, he recommends that

able, professional assistance be brought in to deal with technical details in carrying out suggested steps.

"We are not trying to oversell television as a panacea for anything," an EFL spokesman told OVERVIEW. Sometimes the exponents of instructional television have done it as much disservice as its opponents, he added. "We have tried to stay above the battle and simply show how it can be used to best advantage in the schools. We meant it when we subtitled the book 'Planning for Schools *with* Television,' not *for* Television."

Copies of *Design for ETV* are available from Educational Facilities Laboratories, Inc., 477 Madison Ave., New York 22, N. Y.

Two other studies of ways to use TV in the classroom have also been released: *Opportunities for Learning: Guidelines for Television,* by the Division of Audio-Visual Instruction of the National Education Association, and *Television in Teacher Education,* put out by the American Association of Colleges of Teacher Education.

Parochial School Pressures Mounting

Increasing financial and enrollment pressures may force Catholic schools to drop elementary grades within the next ten years.

Rev. Neil McCluskey, S. J., education editor of the Catholic weekly, *America,* recommended this to more than seventeen thousand Catholic teachers, supervisors, and administrators attending the National Catholic Educational Association convention in Chicago.

Catholic education—seventh grade through junior college—would better fulfill its purpose, he said, and would permit all Catholic youth to have some Catholic schooling, instead of the present situation where half get a complete program and others get none.

Current enrollment in Catholic elementary and high schools is 5,090,012—a record high. However, Rev. McCluskey estimates that an equal number of Catholic students are not now enrolled in any phase of Catholic education.

[The American Jewish Committee, in their 1960 Yearbook just published, notes a 131-percent rise in Jewish Sunday and weekday enrollments, from 239,000 to 554,000. Says the AJC: "This reflects the new interest in religious education among Americans generally, as manifested by increased enrollment in the religious schools of all denominations."]

Aside from alleviating pressures on Catholic schools, Rev. McCluskey told OVERVIEW his recommendation would help promote community understanding. Catholic schools, he said, must do a better job of taking their case to the public and joining with public school groups working for higher standards and better health and safety conditions.

In finance, Rev. McCluskey said that Catholic schools are "about a century behind public schools." He looks for abolition of tuition and an education tax imposed on Catholics by the archdiocese. ●

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Reading Report Card

EVERY NORMAL child can be taught to read easily and accurately in the first grade.

That's the radical promise of an experienced teacher who has had 12 years of successful results in the grade schools of New Castle, Pa. The teacher is Glenn McCracken, author of a recent book entitled, "The Right to Learn."

Even if a child scores well below average on IQ and reading readiness tests, he can be taught to read in the first grade, contends McCracken. He traces reading difficulty presently being encountered in the schools back to the 1930's when schools abandoned phonics as old-fashioned and adopted the "look-say" method.

McCracken does not suggest that the problem can be solved simply by a return to phonics, although he stresses its importance. "It is the heart of the mechanics of reading, and it should have a strong part in the teaching of every reading lesson," he says. "But there is much more to teaching reading. You must have interest; the child must have instruction in the formation of the paragraph; he must have practice in reading sentences by sweeps and with emphasis on the proper words; he must be taught to read rapidly; and he needs instruction in getting the thought from the story."

In New Castle schools, where McCracken's methods have been used for the past 12 years, basic phonics instruction is supplemented with a visual reading method based on the use of filmstrips. Results during that period have been highly satisfying, according to McCracken. New Castle children have consistently scored far above national norms on reading achievement tests and it is not uncommon for an average child to be reading at the third grade level before he finishes the first grade. Superior students do even better.

Other communities, equally concerned about their reading programs, are using various methods to increase reading skills.

In Alabama, more than 12,000 elementary school students watch a series called "Improve Your Reading" broadcast over the state's educational television station every Tuesday and Thursday afternoon. The series started out with the sounds of the letters, syllables, word grouping, and left-to-right procedure. It is now involved in listening, writing, basic skills, getting the main idea, seeing relationships, taking bigger eyefuls (speed), developing vocabularies, concentration, and the use of a dictionary.

In Muskegon County, Mich., a detailed study on reading and the need of establishing clinics to help children with reading difficulties is now underway. Concerned over the large number of children having reading

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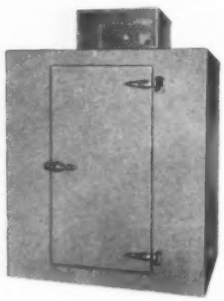

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difficulties, the county board of education started the movement. County Supt. James TenBrink pointed out that reading difficulties can stem from much more than faulty teaching. Group testing, although useful, does not effectively evaluate the mental ability and general health of the child. No means has been provided for a clinical approach to such problems as poor hearing and sight or emotional factors which may be involved, he said.

Consequently, investigating how clinics could supplement existing corrective reading is expected to involve a major share of the group's efforts.

Kittanning, Pa., schools are making use of tape recorders in elementary schools to assist in teaching reading. To impress students with proper reading habits and to enable them to hear their own mistakes, each child reads a selection which is recorded on tape. Then it is played back so that the student may hear his own voice as he speaks.

But can Johnny define it?

Jack A. Holmes, professor of educational psychology at the California University School of Education, defined reading at last month's International Reading Association conference as: "A processing skill of symbolic reasoning, sustained by the interfacilitation of an intricate hierarchy of substrata factors that have been mobilized as a psychological working system in accordance with the purpose of the reader."

Chattanooga's East Brainerd School has had a special reading program for the past year. Results have been described as outstanding with 91 percent of the children making more than a year's gain in reading level. Some have achieved as much as three years of growth in reading ability in the year.

The program is based upon a series of reading clubs. Each fall, children at the school are tested individually in reading by the staff of the Junior League Reading Center of the University of Chattanooga. They are then assigned to reading clubs according to their reading levels, interests, and needs for instruction.

The clubs meet each day, during which time children receive skill instruction at their level with other children of equal reading ability.

Phonics instruction is presented step by step so that every child will master the basic elements of sounds. Attention is also given to other methods of word attack, as well as vocabulary development, comprehension improvement, and reading rate.

This is but a smattering of the stress being placed upon better reading programs in schools all across the nation—not just to teach students to recognize the meaning of a series of words, but to read with speed, accuracy, and comprehension. And as educators realize more and more that poor reading habits constitute a major roadblock for many students striving to reach their highest potentials, these programs will likely intensify. •

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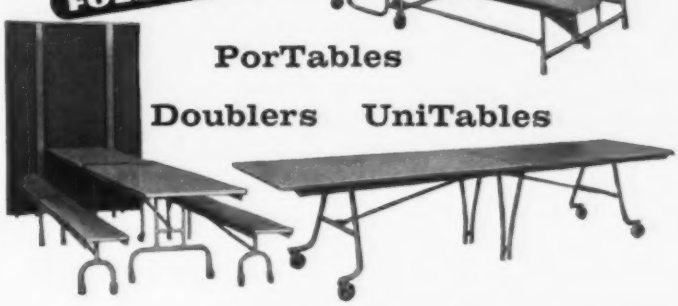

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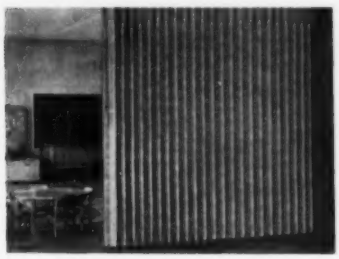
THIS MONTH'S PRODUCT PREVIEW

Selected by OVERVIEW editorial staff

FOLDING DOORS

Manufacturer of Modernfold folding doors, used as classroom dividers, claims that doors may double as flame retardants should fire break out. Claim is based upon Class "A" tunnel test fire rating which has been accorded the vinyl door fabrics. This means that the fabric is 10 times more resistant to surface flame



spread than red oak, thus placing it well within the limits of fire and safety codes in every state. A product of: New Castle Products Inc., New Castle, Ind.

Circle **OV-301** on reply card, last page

COVERED PLAY TERRACE

Architects of the new South Elementary School in Beaver Falls, Pa., included an outside play terrace off the gymnasium wing. To gain full benefit of this 68′ × 28′ area, even during bad weather, an arched roof, without trusses or supporting columns, was erected. Arched panels

were stamped from 18-gage steel sheets with a 2½ oz. zinc coating for greater corrosion resistance and low maintenance cost. Details of construction available from: Jones & Laughlin Steel Corp., Pittsburgh, Pa.

Circle **OV-302** on reply card, last page

WALL CABINET TABLE

Greater flexibility in classroom layout is provided by this new unit frame wall cabinet table. Unit is offered in a choice of 24 models and sizes ranging from a 10′ table that stores in a wall pocket 5′ high, to the 7′ high pocket holding two 14′ tables. Wall pockets may be recessed, partially recessed, or attached to wall surface. A single unit will recess into a 6″ wall since depth is slightly over 5″. Uniframe steel construction distributes strains over the entire frame. Tubular Products Div., Smith System Manufacturing Co., Minneapolis, Minn.

Circle **OV-303** on reply card, last page

PROJECTION SCREENS

A single line of projection screens produced in eight sizes incorporates features designed to meet the demands of audio-visual teaching requirements under most circumstances. The screen is made of a fine-grain glass-beaded fabric in one piece from size 30″ × 40″ to 70″ × 70″. It is portable in all sizes, washable, and fungus and flame resistant. The stand has an automatic leg lock for positive positioning. Radiant Manufacturing Corp., Morton Grove, Ill.

Circle **OV-304** on reply card, last page

FLOODLIGHTS

Lighting of athletic fields can be improved with this color-corrected mercury vapor lamp which, according to the manufacturer, does the work of two or more incandescent floodlights. Newer lamp is designed particularly for use in field lighting systems which may be loaded to capacity but which still furnish inadequate illumination. It operates on 460 volts, requires 50 percent less transformer capacity, and is said to last seven times as long as incandescent lighting. A product of: Wide-Lite Corp., Houston, Tex.

Circle **OV-305** on reply card, last page

PORTABLE SOUND SYSTEM

Lightweight, flashlight battery powered sound system can be set up for indoor or outdoor school meetings in less than 30 seconds. System,

completely self-contained in a two-tone carrying case weighs 8½ lbs. When case top is opened, it forms a lectern support for speaker's program notes. Unit, the "Mobilpage 600," employs four transistors, and a

Products (continued)

"battery miser" circuit calculated to yield 300 to 500 hours service from six standard flashlight batteries. Product, priced at $99.50, is manufactured by: Midwest Audio Corp., Chicago, Ill.

Circle **OV-306** on reply card, last page

MERRY-GO-ROUND

One of five merry-go-rounds in this producer's line, the M-3 is designed to accommodate as many as 20 children. It features an improved bearing assembly, with compression cups for proper greasing at each bearing point, and is easily propelled by one child. Seat board has 10′ diameter. Another model, the

ME-3, has an enclosed safety platform which increases the carrying capacity to about 25 children. The M-4 has a roomy platform designed to hug the ground permitting 40 children to ride standing since it has safe handholds for all on the steel pipe framework. A product of: American Playground Device Co., Escanaba, Mich.

Circle **OV-307** on reply card, last page

FOLDING TABLE-BENCH

Conversion of a cafeteria to gymnasium or assembly is given an assist by a 24-place table-bench assembly that easily folds into a compact 63″-high unit. The tubular steel carriage of the assembly rolls on four ball-bearing caster wheels. Table top and seats are Formica-surfaced and are available in a variety of colors and patterns. The folding tables are also available without benches. Rol-Fol Table, Inc., Los Angeles, Calif.

Circle **OV-308** on reply card, last page

WORK TABLE STOOLS

Portable work table stools in 18, 24, or 30 in. heights are available with horizontally adjustable backrest, adjustable telescopic legs, or both optional features. Standard models

are also manufactured. Legs are heavy-gauge, electrically seam welded tubular steel, cross braced with a welded tubular steel ring. Fourteen-in. die formed steel seats have fully beaded bottom edge to prevent injury or clothing damage. Adjustable backrests feature tubular frame with curved steel panel. Krueger Metal Products Co., Green Bay, Wis.

Circle **OV-309** on reply card, last page

Why Don't They? . . . *They Do!*

Several months ago, OVERVIEW ran a series called "Why Don't They? . . ." in which educators and architects dreamed up imaginative, though not yet invented, tools for education. Much to our surprise, several manufacturers have since told us that some of these "dream" products are actually being manufactured. To wit:

Wanted: "A sanitary wall surface to which lipstick, pencil marks, and dust will not adhere." *Solution:* Plasti-Tile, a durable plastic coating which can be applied to a variety of surfaces such as concrete block, plaster, gypsum board, etc. This glazed finish, in a number of decorator colors, is waterproof, fire resistant, and requires no maintenance. Manufactured by Shasco, Inc., Cleveland, Ohio.

Circle **OV-310** on reply card, last page

Wanted: "Thin-line china marking pencils for overhead projector transparencies." *Solution:* The Dixon Film Mark No. 2225 Thin Line Pencil designed to do just that. Made by The Joseph Dixon Crucible Co., Jersey City, N. J.

Circle **OV-311** on reply card, last page

Wanted: "A typewriter typeface of large size for making labels for library books and film transparencies." *Solution:* The TeliT Industries, Inc., of Chicago, Ill. makes a typewriter with ¼″ letters and one with ⅜″ letters under the trade name Telexecutive Typewriter.

Circle **OV-312** on reply card, last page

Wanted: "Overhead projection from the teacher's desk to a projection wall." *Solution:* The Act-O-Matic Dual-Position Projector, used at the front of the classroom with the screen in back of the instructor. The instructor can project notes, diagrams, and examinations much the same as a blackboard is used, but with increased legibility, greater writing area and the advantage of facing the class at all times. Made by Laboratory Furniture Co., Inc., Mineola, N. Y.

Circle **OV-313** on reply card, last page

Wanted: "An electronic 'blackboard'—a wall surface with electroluminescent coating, to be written on with an electronic pencil, with erase and brightness controls." *Solution:* Korok Porcelain-on-Steel Chalkboards are in use at Command College, Ft. Leavenorth, Kans. War maps are projected directly on the boards and students plot strategy problems directly on the maps with colored fluorescent chalks. The fluorescent chalk lines become strikingly visible when a black light is turned on. Available from The Enamel Products Co., Cleveland, Ohio.

Circle **OV-314** on reply card, last page

MAINTENANCE SCAFFOLD

Portable scaffold, adaptable to the maintenance of school buildings and overhead equipment, is made of structural pipe and slip-on fittings which are securely fastened with set screws. Scaffold can be altered to suit any specific purpose, or entirely dismantled and the fittings and pipe salvaged for future use as guard railing, storage rack, or other uses. Fittings are produced by the Hollaender Manufacturing Co., Cincinnati, Ohio.

Circle **OV-315** on reply card, last page

STACK CHAIRS

All-steel, or Vinyl-clad steel seats and backs, stack chairs, were demonstrated at the NSSEA by F. A. "Pete" Hanley, assistant sales manager. Non-folding chairs weigh approximately 11 pounds each, and may be conveniently stacked eight high. Legs of bottom chair fit into four cups

atop tubular steel dolly with solid rubber casters and brass swivels, for ease in moving to storage area. Durham Manufacturing Corp., Muncie, Ind.

Circle **OV-316** on reply card, last page

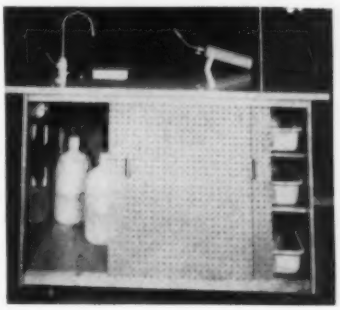
BODY CHART

The Body in Action chart series, consisting of ten 24½" by 32½" four-color charts on heavy board, plastic coated for durability, is designed for use in grades 6 through 9. Series develops a fascinating awareness of the body's intricate processes, and builds healthy attitudes important for maturing boys and girls, manufacturer states. Chart topics include: body types and growth, skin and special senses, brain and nervous system, nerve messages, skeletal system, muscles, digestion, circulation, respiration, and glands and lymph. Series, school priced at $29.85, is available from Standard Education Society, Chicago, Ill.

Circle **OV-317** on reply card, last page

PORTABLE SCIENCE UNIT

Heralded by the manufacturer as the perfect answer for limited space (and limited budgets), this portable



science unit is compactly built in a 24" by 48" birch cabinet with two sliding doors and aluminum pulls. Unit comes equipped with ¾" duralumin rods, stainless steel sink, pressure faucet pump, propane burner, and fuel tank. Three hi-impact styrene tan tote trays are included. The Tolerton Co., Alliance, Ohio.

Circle **OV-318** on reply card, last page

PAINT STRIPER

Straight lines, circles, and curves can be easily painted on school gymnasium floors, athletic fields, and parking lots with this moderately-priced machine. Lines are painted with a wool felt paint applicator roller which is available in widths of 1", 2", 2¼", 3," and 4". Machine

itself, constructed of aluminum and steel, weighs approximately 35 lbs. Manufacturer says it is easily maneuvered by one man who also controls the flow of the paint. R. E. Muncey, Inc., Birmingham, Mich.

Circle **OV-319** on reply card, last page

DUPLICATOR LINE

The new "300 Series" of stencil duplicators offers both electric and hand operated models that utilize the basic principles of printing: dual cylinders, oscillating waver rollers, and paste ink. Control knobs on all models are individually colored for identification. Ink is contained in collapsible tubes. The machines accommodate sheets as large as 10 × 15 inches. The automatic model 360 permits loading of over 500 sheets into the feeding tray at one time for an uninterrupted run. Inking preference on the 360 is pre-selected by dial and the image can be shifted on

the paper during the run by outside controls. This model also features the automatic jogger. Offered by Gestetner Corp., Yonkers, N. Y.

Circle **OV-320** on reply card, last page

WASTE CADDY

Waste Mobile, a six bushel bag suspended from a light-weight, chromed-steel tube frame on full swivel, three-inch rubber casters, is intended to speed the collection of wet or dry wastes and soiled fabrics. Specially suited for wet waste, a welded 10-gauge vinyl plastic bag is the receptacle unit. Other features include self-locking steel brackets to

prevent frame collapse during use, nylon washers at pivot points, and six two-way hooks that support the bag and cleaning accessories. Drawcord bags, equipped with strap handles for lifting, come in plastic, duck, or denim. Made by: Walton-March, Highland Park, Ill.

Circle **OV-321** on reply card, last page

STERILIZER-WASHER

All new stainless steel sterilizer-washer, for cleaning and sanitizing refuse cans and drums up to 25 in. outside diameter, washes, rinses, sterilizes, deodorizes, preheats, and

precools. Installation is adaptable to all plumbing conditions, according to the manufacturer. Unit employs a pressure-propelled ball bearing, cyclonic-whirling, spray nozzle that cleans with scouring action. Manufactured by: Vacuum Can Company, Chicago, Ill.

Circle **OV-322** on reply card, last page

BUSINESS TRAINING FURNITURE

Furniture line for the school business training laboratory features seven free-standing desk units and three basic auxiliary units for combination to create over 100 right or left hand modular units. The typewriter top, adjusting from 25 to 29 inches above the floor, is optional with 29-inch desk units topped by an 18×20 in. or 20×40 in. seven-ply core and pressure-laminated plastic surface. Other basic desk units come in 26 or 29 inch heights. Auxiliary units include two 18×24 in. flat top units and one typewriter top model. Book boxes and modesty panels for all units are optional. Steel frame construction is 16 gauge one-and-one-eighth-inch square tubing. A three-way adjustable posture chair is also included in the line. A product of: Cramer Posture Chair Co., Kansas City, Kan.

Circle **OV-323** on reply card, last page

DESKS AND CHAIRS

New line of school desks and chairs features a seat frame structure with "Centripoise" design. Tubular members of the unit are joined to a single, formed, heavy gauge steel center plate below the seat. Manufacturer says this helps furniture designer to achieve proper posture correlation and seating comfort. Desk tops in the line are of high density plastic with top surfaces in maple grain finish. Manufactured by: Arlington Seating Co., Arlington Heights, Ill.

Circle **OV-324** on reply card, last page

SCHOOL DOORS

New line of doors, aluminum and stainless steel, is designed for all school requirements. Model 188, for example, is calculated to meet normal traffic situations for entrance to medium-size buildings. Positive weathering, and a maximum security deadbolt lock are standard equipment. Stile width of this aluminum model is 1.88″. Stainless steel, Model 200, with a stile width of 2″, is said to be the only stainless steel door available with a manual or automatic closer completely concealed in the transom bar. All are products of Kawneer Co., Niles, Mich.

Circle **OV-325** on reply card, last page

BEVERAGE COOLER LINE

Capacity in the new six-ft. model Bluebird dry storage bottle cooler has been increased from 24 to 33 cases of 12 ounce bottles. Other models are available in four and eight-ft. lengths. Both remote or self-contained electric models are available from inventory stocks in either a gray baked enamel exterior having stainless steel slide-away doors or top, front and end stainless finish. Overlarge blower coils are used in all models. La Crosse Cooler Co., La Crosse, Wis.

Circle **OV-326** on reply card, last page

COIN FEEDER

New development automatically feeds coins into the hoppers of counting and sorting machines at the proper rate of speed. Unit, which operates on standard 110 volt current, is 18 in. in diameter and 20 in. high with a polished aluminum and

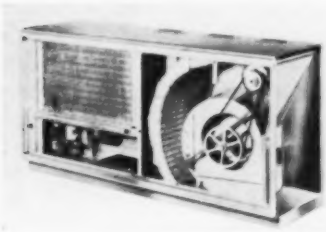
crackled gray enamel finish. It has a capacity of 10,000 to 12,000 coins, and a maximum delivery of 6,000 coins per min. Unit contains a self-adjusting switch control which regulates the flow of coins to correspond with the capacity of the operator or the counting and sorting machinery. A product of: Klopp Engineering, Inc., Livonia, Mich.

Circle **OV-327** on reply card, last page

HOT WATER HEATING

Shown at the Illinois School Boards convention, a new hot water heating unit for school classrooms includes a hot water coil of copper and aluminum, automatic dampers for mixing heated, recirculated, and ventilation air. The unit also has a blower for even distribution of the

air throughout the classroom via a system of bookshelf or wall ducts,



also developed by the manufacturer. The heater adds wet heat to warm air heating units for classrooms. Lennox Industries, Inc., Des Moines, Iowa.

Circle **OV-328** on reply card, last page

DRAIN PIPE OPENER

For school plumbing maintenance, new liquid drain pipe opener is available in a non-breakable plastic bottle which is reusable. When used as directed by the manufacturer, the chemical will not damage glass, metal, or porcelain while effectively removing sludge deposits and foreign materials from drain pipes and sink traps. Huntington Laboratories, Inc., Huntington, Ind.

Circle **OV-329** on reply card, last page

PHOTOCOPIER

All-new, Model 101, photocopier, priced at $99.50, attracted considerable attention at recent National Catholic Educational Assoc. convention. Compact unit weighs only 12 lbs., and operates off 115 volts, 60 cycle, A.C. Made of corrosion resistant aluminum, it copies paper up to 9" wide by any length in a matter of seconds. A. B. Dick Co., Chicago, Ill.

Circle **OV-330** on reply card, last page

SCIENCE WORKTABLE

Pretty administratress gets "the word" on 30-in. high, 72-in. long, steel science worktable from salesman Jim Johnson. Table base contains two drawers and cupboard section, plus two open compartments for notebook storage. Top is acid resistant, and double gas pedestal is available with any service fixtures required. St. Charles Manufacturing Co., St. Charles, Ill.

Circle **OV-331** on reply card, last page

LITERATURE RACKS

Double face rack with six horizontal pockets (three on each side) is designed to fully display practically all sizes of magazines and literature. Each panel is vertically inclined to permit material to lie flat and offer easy readability for selection. The unit is of all-aluminum construction and finished in hammered bronze baked enamel. Trim is polished alu-

Circle **OV-266** on reply card, last page

Scoremaster

THE NAME THAT ASSURES YOU OF THE FINEST IN SCOREBOARDS

Illustrated is Model 1250-2 today's most popular and widely used Football Scoreboard and Timer.

Scoremaster Boards for Football, Basketball, Baseball, Swimming or Hockey deliver the utmost in accuracy, readability, ease of installation and low maintenance.

Plan now for Spectator Satisfaction for next season and many seasons to come by writing today for complete information and prices.

THE M. D. BROWN COMPANY
2207 Lake St. MUtual 3-2100 Niles, Mich.
"When Split-Seconds Count, Count On Scoremaster"

Circle **OV-267** on reply card, last page

Announcing NEW Monroe FOLD-KING TABLE LINE

FOLDING CHAIRS All-steel, also plywood or padded seat. Complete line. Direct prices, discounts. See Catalog.

TABLE and CHAIR TRUCKS the leader, 7 models, sizes — for transporting, storing. Smooth rolling, easy loading. See Catalog.

FREE—NEW 1960 CATALOG AND DIRECT-TO-INSTITUTIONS PRICES

Kitchen committees, social groups, attention! Direct-from-factory prices—discounts up to 40%—terms. Churches, Schools, Clubs, Lodges and all organizations. Our new MONROE 1960 FOLD-KING FOLDING BANQUET TABLES are unmatched for quality, durability, convenience and handsome appearance.

NEW—Completely automatic lock on pedestals and legs. "Snaps" them rigidly in place, or folded flat. New pedestal and frame construction.

Mail coupon, write, wire or phone for our beautiful new catalog with color pictures of Folding Tables, Folding Chairs, Table and Chair Trucks, Portable Partitions, Bulletin Boards, Folding Risers and Platforms.

MAIL THIS SPECIAL COUPON TODAY!

Please send the new 1960 Monroe FOLD-KING Catalog—prices, discounts, terms.

Name of church, organization_____
Mail to_____ Title_____
Address_____
City_____ Zone_____ State_____
We are interested in (Tables, Chairs, etc.)_____

THE MONROE COMPANY 66 Church St. COLFAX, IOWA

minum. Overall dimensions are 27½ × 53 inches. Available from: Simplicity Tool Co., Portland, Ore.

Circle **OV-332** on reply card, last page

BOOKCASE

Shelf space for 100 to 130 books is contained in this bookcase designed for classroom use. Unit, 48 in. high, and 3 ft. long, contains three 8-in.-deep shelves in addition to top and bottom pieces. Shelves are adjustable top-to-bottom at ½-in. intervals. The bookcase is constructed of wood, and is finished in either Natural Oak or Natural Birch with an added triple coating of hard surface lacquer. Open-back model is priced at $45.50; although enclosed back units are also available at $50.50. Manufactured by: W. C. Heller & Co., Montpelier, Ohio.

Circle **OV-333** on reply card, last page

DOCUMENTARY FILMS

"Decision," a new series of six half-hour documentary films re-creating historic decisions of the U.S. Supreme Court has been released. Each film deals with a Supreme Court decision of recent history involving a question of constitutional interpretation. The cases are re-enacted by many of the real-life persons involved and are filmed on location in communities across the nation. Each 30-minute film sells for $125. Offered by: Net Film Service, Indiana University, Bloomington, Ind.

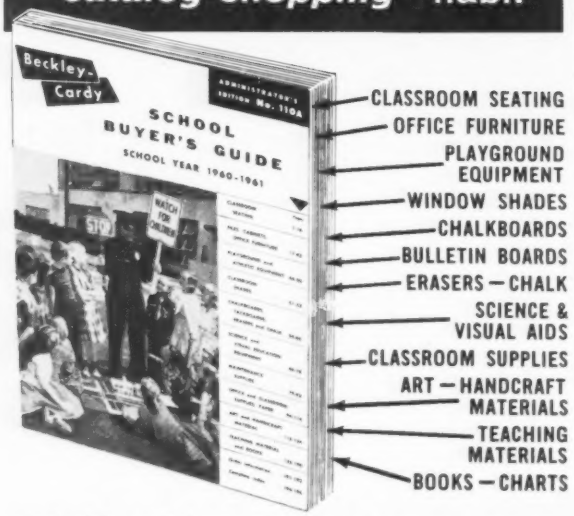
Circle **OV-334** on reply card, last page

ELECTION YEAR FILMS

Two educational motion pictures on government, "Voting Procedures," and "The Legislative Process," are now available for purchase or rental. The first is a 14-minute, black and white film which instructs on the machinery of registration and voting, provides reference and source materials on democratic processes, and indicates the functions of election officials. The latter, a 28-minute

Circle **OV-268** on reply card, last page

Get the BECKLEY/CARDY "catalog-shopping" habit



and with each type of item a choice to suit your budget and style preference.

You choose from a wide variety of colors, sizes, styles and prices—over 5,000 items—each guaranteed and backed by a 53-year old reputation for quality. It's easier with *one order* and *one delivery*. **Has your copy arrived? If not, write**

BECKLEY/CARDY *everything in school supplies*

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Circle **OV-269** on reply card, last page

Student PROOF yet Instantly Adjustable!

PERFECT POSTURE—INSTANTLY!

- Standard School Colors
- Instantly Adjustable
- Tubular Design
- Sturdy Steel Seats

Now, lab and shop seating problems are solved with this 13 inch steel, non-swivel seat with electrically welded, tubular steel frame for rugged service. Our patented, automatic adjusting unit, adjustable from 17 to 25 inches . . . without moving off the stool! Complete with rubber cushioned, chrome glides in grey, green or brown (other colors on order). Write today for full information and quantity discount structure.

The one Dependable Guarantee... FOREVER!

DEPENDABLE MANUFACTURING CO.

2407 FORT CROOK ROAD BELLEVUE NEBRASKA

film, available in color or black and white, interprets legislative procedure as a systematic and careful consideration of all proposals for laws. Produced by: Indiana University, Bloomington, Ind.

Circle **OV-335** on reply card, last page

PRODUCT LITERATURE

Tables and Chairs — "Free-Way Seating" is title of four-page, two-color brochure describing features of a table-and-chairs combination for school use. Folder gives construction specifications and dimensions of folding portable unit which incorporates a 10-foot table and 12 chairs. From Sico Manufacturing Co., Inc., Minneapolis, Minn.

Circle **OV-401** on reply card, last page

School Boards Pamphlet — The ASBO, NSBA, and the Boy Scouts of America have joined forces to publish a 12-page pamphlet entitled "Teamwork Between School Boards and The Boy Scouts of America." Such subjects as making buildings available for community use, and school-scouting cooperation are covered. From Boy Scouts of America, New Brunswick, N. J.

Circle **OV-402** on reply card, last page

School Sports Calendar — New 1960–61, two-color school sports calendar is now being distributed. Calendar, which corresponds to the regular school year, running from Sept., 1960 through June, 1961, is a wall chart 18½ × 24¼ in. Protective metal strips are on the top and bottom, with double eyelets for easy hanging. From Master Lock Co., Milwaukee, Wis.

Circle **OV-403** on reply card, last page

Government Films—New 32-page catalog of U. S. Government films for schools and colleges, describing more than 700 subjects, is available. Many of the films qualify for acquisition under the National Defense Education Act. From United World Films, Inc., N. Y., N. Y.

Circle **OV-404** on reply card, last page

Maintenance — Two-page brochure, describing use of caulking loader for loading caulking and glazing compounds, roofing cement, adhesives, etc. into caulking guns, is available. Brochure explains time and money saving features of the caulking loader. From Force-Flo, Inc., East Cleveland, Ohio.

Circle **OV-405** on reply card, last page

Educational TV—A monthly bulletin on educational TV news, called "The TV Educator," is now being issued. Current issues have a three-part article by Jack McBride, KUON-TV, on uses of CCTV. From General Precision Laboratories, Inc., Pleasantville, N. Y.

Circle **OV-406** on reply card, last page

Children's Records — New 1960 Record Catalog features annotated listings of phonograph records arranged by subject area and grade levels from kindergarten through the sixth grade. Such categories as music understanding, square dances, and language arts are included as well as a section on rhythm band instruments. From Children's Reading Service, Brooklyn, N. Y.

Circle **OV-407** on reply card, last page

Cafeterias — Administrators of school cafeterias will find this four-page catalog sheet full of suggested uses of the Caddy for handling dishes, food trays, and cups and glasses. Total capacities of different models are graphically illustrated, and suggested layouts incorporating new light weight plastic stacking trays for handling cups and glasses are detailed. From Caddy Corp. of America, Secaucus, N. J.

Circle **OV-408** on reply card, last page

Clock Systems — Educational executives, architects, and others interested in time systems are directed towards this series of nine technical topics compiled as a reference manual. Fire alarm systems, signal distribution panels, etc. are covered by the technical text and illustrated with both photographs and wiring diagrams. From Cincinnati Time Recorder Co., Cincinnati, Ohio.

Circle **OV-409** on reply card, last page

Circle **OV-270** on reply card, last page

NEW CARTA LAB DEMONSTRATION DESK by METALAB

Metalab presents the practical approach to the mobile science instruction center with an all new unit economically designed but incorporating all the facilities necessary to accommodate the required laboratory apparatus and reagents for a complete science demonstration. Only time and the continued use of CARTALAB will reveal its many additional advantages in the immediate and future advancement of science instruction.

CARTALAB DEMONSTRATION DESK
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Write today for Metalab's complete literature & catalogs.

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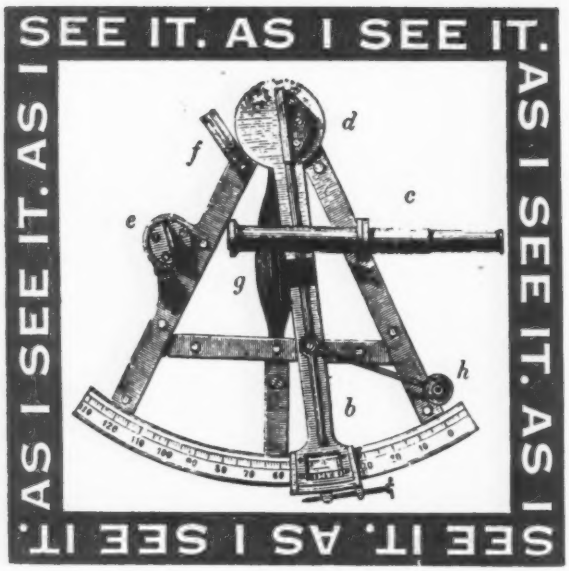


Belief In People

by Walter D. Cocking

RECENTLY A CLOSE associate of the U.S. Commissioner of Education summed up Derthick's success in office: "All Derthick is really interested in is people." He went on to describe how the Commissioner gives of himself completely in his attempt to understand people and to attune himself to them so that he might understand them and they him. To all people he listens and to all he gives of himself, to all he tries with enthusiasm to interpret his beliefs in the power of education and what it can do if properly harnessed to shape today's world. This associate closed the conversation by saying that no one who works closely with the Commissioner would have him change his zeal and devotion to people, for this, said he, is the secret of Larry Derthick's remarkable success.

What a tribute, and it is particularly heartening because it is attributed to the one who represents education in the top post in government today. Those who know Derthick will agree, I am sure, with this analysis.

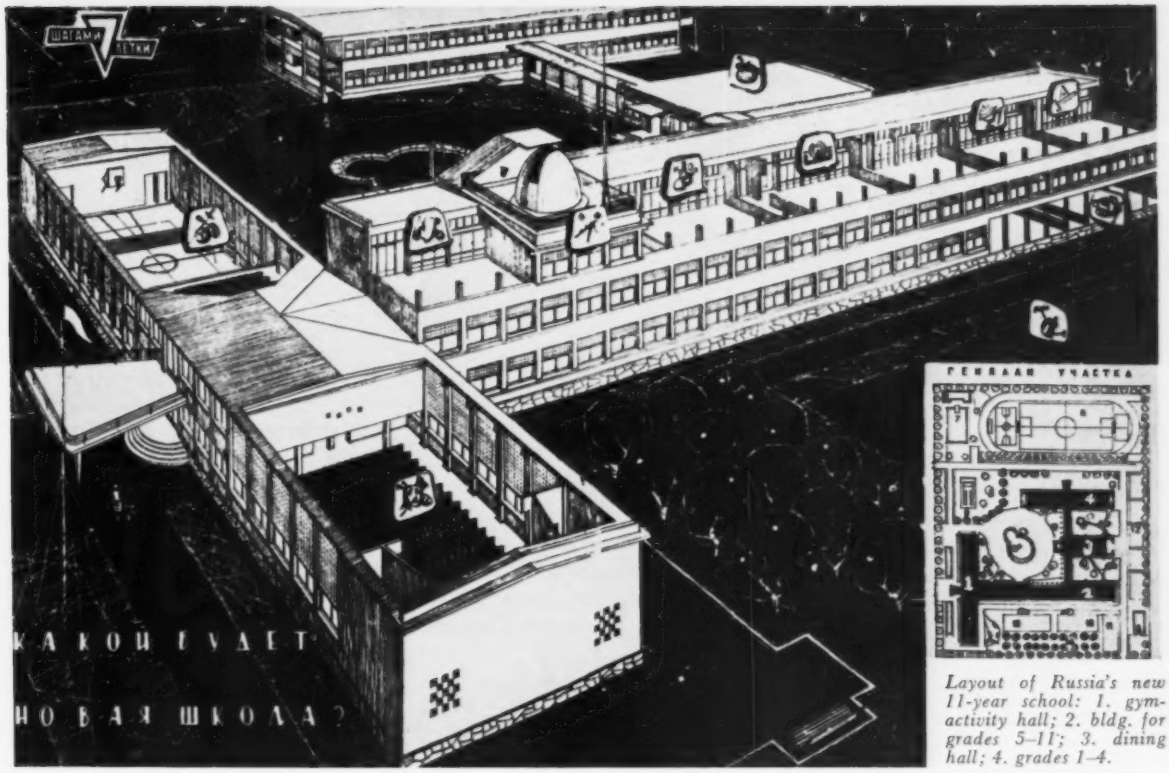
As I reviewed the above conversation, I decided to review the record of great men of history and discern the part their affection for people played in their success. So I went scurrying to books to look at the record once more. And I found that leaders, particularly of social movements, have almost always been those who had a sincere affection for people. This trait appears to be all important in matters where people are concerned. But of course it is not astonishing; it is what one would expect.

Then I thought of educational executives of all kinds. I had to conclude, as I have many times before, that the only important material with which the educational administrator deals is people. If he doesn't like them and understand what makes them tick he cannot be a successful administrator.

I realize full well that competence as an educational administrator involves far more than "liking people." Anyone should know that breadth and depth of scholarship are necessary. Acquaintance with research and its findings are required. Positive and definite value patterns must guide one's actions. A constructive philosophy of education and a realistic concept of the place of organized education in the total matrix of social, economic, cultural, and political institutions are mandatory. And yet I am sure one may have high competence in all these matters and still fail as an educational administrator unless he has an instinctive liking and intelligent understanding of people.

As I see it, therefore, the basic foundation for success in educational administration is a deep and abiding faith in the worth and dignity of people. Here we find the essential of successful administration in all services and education in particular.

A good part of President Eisenhower's great strength and value to our own people and to the peoples of the world are his liking for and appreciation of people. The heartwarming demonstrations of people everywhere for Eisenhower the man and Eisenhower the statesman have paid dividends worth more than all the economic and military aid, all the treaties and formal agreements which have been made. Here we have further evidence that he who would lead and he who would administer must like people and they in turn reciprocate that affection. ●



Layout of Russia's new 11-year school: 1. gym-activity hall; 2. bldg. for grades 5–11; 3. dining hall; 4. grades 1–4.

Одобрено для юношества*

IN RESPONSE to a Soviet directive, schools of the design shown here will soon be going up in every Russian community of six-thousand population. It is an eleven-year polytechnical school that Soviet architects and engineers have designed in line with a Party decree that students be given industrial training and work experience, in addition to a general education.

Here each student will master a specific skill deemed necessary to the national economy. When he graduates he will get a document of intermediate education, evidence that he qualifies for his chosen occupation, and the right to go on to higher education.

The school's four main buildings are a gym and activity hall, a two-story classroom building for grades one to four, a three-story building for grades five to eleven, and a dining hall. These are connected by heated corridors.

The 40 × 70-foot gym will be equipped with hot showers and used for volleyball, basketball, and gymnastics. Activity room will seat 375 students.

On the first floor of the upper-grade building are educational-industrial workshops. Here youngsters will learn to work with wood and metal, building such items as checkers, buttons, and simple furniture. They will work on a quota system and beginning in the ninth grade will receive small wages for their output.

Second and third floors will house classrooms, study rooms and laboratories. Study rooms will be isolated from other classes and have private entrances; here students will perform experiments and view science films.

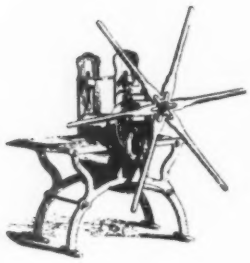
The school's capper will be an observatory installed on a steel-concrete landing on the roof of the classroom building. It will contain a telescope and astronomical apparatus.

These eleven-year schools will be on sites of five to six acres. School grounds will be put to maximum use, with a football field, basketball, volley ball, and tennis courts, swimming pool with bath house, experimental plantings, fruit grove, astronomical square, green house, and playgrounds. ●

* *Approved for Youth*

By Alexander M. Chabe, associate professor of education, State University of New York, Fredonia. He based this article on a report by architect K. Fraenkel published in **Texnika-Molodezi.**

EXECUTIVE'S BOOKSHELF



TO SIR, WITH LOVE

By E. R. Braithwaite. New York: Prentice Hall. 1960. 216 pp. $3.50.

This is not a great book, but it is an engaging one. It tells two stories. One will appeal to any of us with a soft spot for a dedicated young teacher whose methods are improvised but whose compassion and genuine involvement with his pupils bring them to richer, better-ordered lives. The other is a frank and troubled report of the problems faced by a British Guiana Negro whose six years as an R.A.F. fighter pilot and whose earlier, from-a-distance faith that color was no bar to a British citizen had left him badly prepared for the realities of post-war London.

This reviewer found it a moving tale at both levels, but confesses to a special vulnerability to demonstrations of the power of a teacher who really cares.

FROM GALAXIES TO MAN

By John Pfeiffer. New York: Random House. 1959. 234 pp. $4.95.

From the cosmos to inside the atom, and from amino acid to man, all in one book sounds breathtaking, and it is. But the author succeeds in pulling together in orderly structure and vivid imagery the whole vast sweep.

This book may trouble those to whom science means "knowing." It may even mislead them, since Mr. Pfeiffer couldn't possibly (nor profitably to the reader) emphasize often or strongly enough the tentative nature of each of the many theories he has brought together here. But if ever a book is an overview of an important subject for the busy layman, this is it.

In one highly readable volume he presents a Story of the Beginning of Things (his subtitle) which dramatizes but more importantly pulls together much contemporary research in astronomy, geochemistry, microbiology, and life science. There is a certain breathlessness in his writing, but its pace seems appropriate to the tremendous field.

The reviewer found himself reading excerpts aloud to his thirteen-year old son, who seemed to enjoy and understand it fully as much as his father.

A QUARTER CENTURY IN THE NATURAL SCIENCES

By Warren Weaver. The Rockefeller Foundation, 49 W. 49 St., New York. Free while supply lasts.

Some people live and work at a focal point of many of man's most significant activities. Dr. Weaver is such a person. For twenty-five years he headed the Natural Sciences Division of the Rockefeller Foundation, where he not only observed but made significant contributions to large areas of scientific development and research. One needn't share the reviewer's admiration of the man to respect the position which gave him a singular perspective on the achievements and problems of science in that period.

Each time the scientific material verges on incomprehensibility to the layman it is punctuated appealingly by one of Dr. Weaver's delightfully vivid analogies.

It deserves being preserved in more permanent form, but in the meanwhile the Foundation has a supply of paperbound copies, yours for the asking. Ask.

THE POLITICS OF INDUSTRY

By Walton Hamilton. New York: Alfred A. Knopf. 1957. 169 pp.

In the light of the public unease about administrative commissions, such as the FPC, set up to regulate industry, Professor Hamilton's book has a fresh interest. The publishers call it "a masterful analysis of the organization of the present-day economy" and compare it to Thorstern Veblen's great works.

To convey the flavor of the book is difficult but perhaps the listing of the author's three "articles of disbelief" will help: (1) that industry or the national economy presents a uniform landscape; (2) in a sharp antithesis between public and private; and (3) that our economy is a system of free enterprise.

This book repays reading—and pondering. Whether or not it is an accurate picture of the American political and industrial economy, it is an important one.

THE ANATOMY OF JUDGMENT

By M. L. Johnson Abercrombie. New York: Basic Books. 1960. 141 pp. $4.50.

A university teacher became concerned with problems of judgment exhibited by medical students learning to read x-ray plates. This small but very significant book tells what

she did about this concern of hers.

Her processes are interesting as is the evidence that the process led to better judgment-making. But what makes this book valuable to any of us is the dissection of judgment itself and the discussion of the factors that influence the making of judgments. Anyone who teaches, or anyone who's puzzled over other people's poor judgment, can read this with profit. There's more than one answer to "who was that lady I seen you with last night?" and Dr. Abercrombie's exploration of perception will help us to understand why.

THE OPEN AND CLOSED MIND

By Milton Rokeach. New York: Basic Books. 1960. 432 pp. $7.50.

We wish we could report that this is of immediate interest and value to the general reader. It has real value, but because of its length and its nature we recommend it primarily to those in the behavioral sciences.

It reports basic investigations into the nature of belief systems and personality systems. Primarily it is a report on a series of investigations which, on the whole, support the hypothesis that there are fundamental connections between an individual's patterns of belief and his personality structure. The instruments developed, notably the dogmatism scale, the opinionation scale, and the Doodlebug Problems, will be of especial interest to social psychologists, while the findings, properly qualified, have great value to all who seek to understand how an individual's beliefs and disbeliefs color his every social reaction.

THE GOALS OF HIGHER EDUCATION

Edited by Willis D. Weatherford, Jr. Cambridge, Mass.: Harvard University Press. 1960. 119 pp. $3.50.

If educationism is the study of and devotion to education, then these six authors, collected and presented by Swarthmore Professor Weatherford, are educationists in the highest sense. They have thought painfully and productively about the central purposes of higher education. To a degree unusual in a lecture series their contributions succeed in illuminating a common crucial concern.

The jacket says that their views are given in "practical rather than speculative context." But if the context is practical, the substance is clearly to be distinguished from technology. It is practical only in the sense that it deals with issues that have wide and deep implications for the practices of colleges and universities. Excepting in part President Emeritus Morgan's illustrations from Antioch's goal-illumined practices, each of the essays contributes greatly to a thinking of the simple question: What is a college for?

Swarthmore College was fortunate in its choice of speakers to this topic. All with a part to play in a constructive criticism from within of our higher educational institutions are fortunate in the opportunity to listen in.

ISSUES IN UNIVERSITY EDUCATION

Edited by Charles Frankel. New York: Harper & Brothers. 1959. 175 pp. $3.95.

If this collection has escaped you to date, then it may assume new value as a companion to the Swarthmore essays. These nine papers were prepared primarily for scholars from other countries visiting the United States. They describe and interpret aspects of American higher education, but are much more than descriptions. It is this "much more," the thoughtful reflection, the raising and examination of issues of higher education and by extension of American society, that gives the book real meaning for those who are caught up in the necessary rethinking of goals and values for higher education.

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PAPERBACKS

Planning Schools for Use of Audio-Visual Instructional Materials

The University of the State of New York, State Education Department, Division of School Buildings and Grounds, Albany, N. Y. 1959. 28 pp.

Planning Facilities for Higher Education

National Council on Schoolhouse Construction, W. D. McClurkin, George Peabody College for Teachers, Nashville, Tenn. 1960. 104 pp. $1.50.

Free and Inexpensive Learning Materials—10th Edition

Division of Surveys and Field Services, George Peabody College for Teachers, Nashville 5, Tenn. 1960. 252 pp. $1.50.

Do We Want "Merit" Salary Schedules?

Edited by Virgil M. Rogers. Syracuse University Press, Box 87, Syracuse 10, N. Y. 1960. 71 pp. $1.75.

Are Scholarships the Answer?

Report by Sherman E. Smith, Howard V. Mathany, Merle M. Milfs. University of New Mexico Press, Albuquerque. 1960. 89 pp. $1.

Educating for Economic Competence

Prepared by the ASCD Commission on Education for Economic Competence, NEA, 1201 16 St. NW, Washington 6, D. C. 1960. 78 pp. $1.

The Supreme Court and Education

Edited by David Fellman. Bureau of Publication, Teachers College, Columbia University, New York 27, N. Y. 1960. 120 pp. $1.50.

Freeing Capacity to Learn

Edited by Alexander Frazier. ASCD, NEA, 1201 16 St. NW, Washington 6, D. C. 1960. 97 pp. $1.

Using Community Resources Within the Curriculum

By Harold R. Bottrell, Foundations of Education Dept., College of Education, University of Houston, Houston 4, Texas. 1960. 20 pp. 50¢.

Selection and On-the-Job Training of School Principals

By Kenneth E. McIntyre. Bureau of Laboratory Schools, University of Texas, Austin. 1960. 151 pp. $2.

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If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card and mail it to us.

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June, 1960

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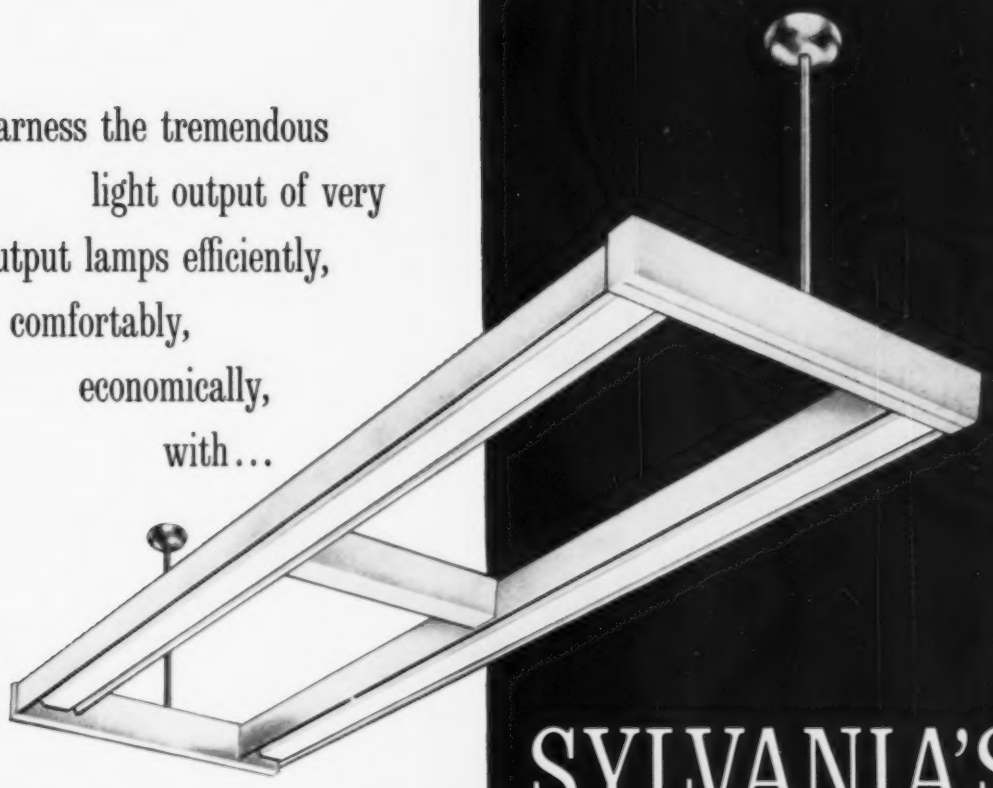

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